COURSE SYLLABUS

**Course Number:** ESE 4930  
**Prerequisite(s):** EDF 1005; EDF 3430; ESE 3341  
**Course Credit:** 3  
**Course Hours:** 2 hours 30 minutes  
**College:** College of Education  
**Department:** Secondary Education and Foundations  
**Required Text(s):** Becoming A Teacher (8th ed.), Parkay and Standford  
**Supplies:** Notebook  
**Faculty Name:** Rufus Ellis, Jr., Ph.D., Associate Professor/Associate Chairman, Department of Secondary Education and Foundations  
**Term and Year:** Spring 2011  
**Place and Time:** FAMU DRS, Room 105; Thursdays, 5:30 –8:00 p.m.  
**Office Location:** FAMU DRS, Building 8, Room 107  
**Telephone:** (850) 599-3675  
**E-mail:** rufus.ellis@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>Appt. Only</td>
<td>11:30-12:30pm</td>
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COURSE DESCRIPTION

A capstone course for secondary education majors which focuses on selected Florida Generic Teaching Competencies including classroom management, school safety, professional ethics, and education law.

COURSE PURPOSE

This course focuses on the knowledge, skills and dispositions essential to becoming an effective/quality teacher in the 21st century by providing a realistic look at what it means to be a teacher today. Specifically, the following topics will be covered in depth: The Teaching Profession, Foundations of Teaching, and The Art of Teaching and Your Teaching Future. Attention will be given to the acquisition of theoretical and the application of knowledge necessary for creating meaningful learning experiences that support the intellectual, social and personal development for all students including learners of English, and other diverse learners; classroom motivation and management; communicating effectively; instructional planning; assessment of student learning, professionalism/ethics; establishing partnerships with all stakeholders. The course will also provide prospective teachers with guidelines for acquiring the skills necessary to meet the performance standards developed by FAMU’s Professional Education Unit (PEU), English for Speakers of Other Languages (ESOL), Interstate New Teacher Assessment and Support Consortium Standards (INTASC), Florida Department of Education Professional Teaching Standards (NBPTS) and for meeting the accountability criteria contained in the No Child Left Behind (NCLB) Act.
CONCEPTUAL FRAMEWORK

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

The Conceptual Framework for the FAMU PEU is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help from the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

Selected Conceptual Framework Proficiencies

**DIVERSITY**

• CF 1  
*Through this focal area, the FAMU professional education candidate will:*

| CF: 1.1 (K) | Demonstrate understanding of diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |

**TECHNOLOGY**

• CF 2  
*Through this focal area, the FAMU professional education candidate will:*

| CF: 2.1 (S) | Use a variety of technology tools and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.4 (K) | Demonstrate an understanding of concepts related to software, hardware and application. | F: 2,12 | I: 6 |

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition
VALUES

- **CF3**
- Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |

CRITICAL THINKING

- **CF4**
- Through this focal area, the FAMU professional education candidate will:

| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

- **CF 5**
- Through this focal area, the FAMU professional education candidate will:

| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5, 9 |

ACADEMIC LEARNING COMPACT

1. **Content Knowledge/Subject Matter** - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

2. **Communication Skills** – Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standard Commission.

3. **Critical Thinking Skills** – Graduates will demonstrate the ability to reach logical conclusions based on the student-drive information that is derived from multiple sources and moral and ethical implications of policy options.

4. **Diversity** - Graduates will use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

5. **Professional and Career Success (Role of the Teacher)** – Graduates will demonstrate the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students as well as maintaining personal and professional goals and becoming members of local, state and national professional educators’ organizations.

OVERALL GOALS OF THE COURSE

The overall goal of this course is to help the teacher candidate develop the skills that are essential to teaching as defined by the Florida Educator Accomplished Practices. The goals of the course will specifically:

1. Assist students in acquiring and developing the necessary skills, strategies, knowledge, and competencies as they relate to the teaching and learning process in a multicultural environment;

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2. Provide opportunities for students to apply the acquired knowledge and skills in simulated and/or actual teaching learning environments as they relate to Generic Competencies and other teaching education mandates and sanctions imposed by the U.S. Department of Education and the Florida Department of Education; and

3. Provide preparatory activities strategies/test taking skills to ensure the teacher candidates meet licensure requirements.

**SPECIFIC BEHAVIORAL OBJECTIVES**

The objectives of this course address the functional and foundational knowledge, skills, and dispositions necessary for teacher candidates to meet the rigorous requirements for becoming a highly qualified teacher. At the conclusion of this course, each teacher candidate will:

1. Identify and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how children learn and develop by providing learning opportunities to support their intellectual, social, and personal development.
3. Demonstrate their understanding of student differences in their approaches to learning by formulating instructional opportunities that are adapted to diverse learners, including English language learners.
4. Identify effective strategies that foster and encourage positive social interaction, active engagement in learning, and self motivation.
5. Use a variety of instructional strategies to encourage students’ development of critical thinking skills, problem solving, and performance skill, including Children whose native language is other than English.
6. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan and apply knowledge of learning experiences that meet the students’ needs and interests of diverse learners including ESOL students.
8. Demonstrate their understanding of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner by identifying measurement concepts and characteristics.
9. Demonstrate their continued professional improvement which is characterized by self reflection, working with teammates and meeting the goals of a personal professional development plan.
10. Apply their knowledge of the CEO Dispositions, Professional Code of Ethics, School Law, and Principles of Professional Conduct of the Education Profession in Florida to realistic professional and personal situations.
11. Select and use technology integration strategies to enhance student learning; utilize technology and other media when completing written assignments, making presentations, and delivering real or simulated activities.
12. Identify and utilize appropriate techniques for leading class discussions.
13. Demonstrate critical thinking skills by reading, reviewing and critiquing selected materials related to the teaching profession.
14. Demonstrate an understanding of the Action Research process/procedures.
15. Identify current issues in the field of education and develop positions and solutions.
16. Demonstrate mastery of Microsoft word and use of Standard English by preparing written and oral assignments and term projects.
17. Demonstrate knowledge of educational philosophies in American cultures through research.
18. Identify the legal aspects of education and understand how governance, laws, and policies are enacted at the local, state, and federal level.
19. Compare and contract key educational philosophies and their influence on education.
20. Identify effective instructional methods to develop vocabulary acquisition and comprehension skills for diverse learners, including learners of English.
21. Identify characteristics/attributes of effective schools and high quality teachers.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC</th>
<th>ESOL</th>
<th>FEAPs</th>
<th>PEU-CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Power Point Presentation</td>
<td>• Utilize technology and other media when completing written assignments, making presentations, and delivering real or simulated activities.</td>
<td>Standards 4,6</td>
<td>F:2, F:3, F:9</td>
<td>CF 2.3, 2.4, 2.6</td>
<td>CF 3.4</td>
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<tr>
<td>2. Lesson Plans</td>
<td>• Demonstrate an understanding how children learn and develop by designing learning experiences/ opportunities to support their intellectual, social, and personal development; formulate instructional opportunities that are adapted to diverse learners</td>
<td>Standards 1,2,3,4,5,6,7,10</td>
<td>8, 9, 10</td>
<td>F:1, F:2, F:4, F:5, F:7, F:8, F:11</td>
<td>CF 1.1, 1.4 CF 2.1, 2.6 CF 3.5 CF 4.1, 4.2, 4.4, 4.5 CF 5.5, 5.6 CF 6.3</td>
</tr>
<tr>
<td>3. Research Paper</td>
<td>• Identify current issues in the field of education; works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes</td>
<td>Standards 4,9</td>
<td>1</td>
<td>F:1, F:8</td>
<td>CF 3.4 CF 4.5 CF 5.4</td>
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<tr>
<td>4. Individual/Group Presentations</td>
<td>• Identify and utilize effective and appropriate techniques for leading class discussions</td>
<td>Standards 1,2,3,4,5,9</td>
<td>F:3, F:5, F:6, F:8, F:9</td>
<td>CF 4.5</td>
<td>CF 5.3, 5.7</td>
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<tr>
<td>5. End of Chapter Assignments</td>
<td>• Demonstrate understanding of chapter contents</td>
<td>Standards 1-10</td>
<td>1, 6</td>
<td>F:8</td>
<td>CF 4.5</td>
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<tr>
<td>6. Weekly Article Critiques and/or Summaries Videos/Vignettes</td>
<td>• Demonstrate critical thinking skills by reading, reviewing and critiquing selected materials related to the dynamics of teaching and learning; current issues in the field of education</td>
<td>Standards 1,4</td>
<td>1, 6</td>
<td>F:8</td>
<td>CF 2.3, 2.6 CF 3.4 CF 4.5 CF 5.7</td>
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<tr>
<td>7. Professional Portfolio</td>
<td>• Create a resource file documenting the teacher candidates growth and development while learning to become a teacher</td>
<td>Standards 3,4,5,9</td>
<td>F:3, F:8, F:9</td>
<td>CF 3.4 CF 4.5</td>
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<tr>
<td>8. Actual/Virtual Field Experiences Classroom Visitations, Observations and Reporting</td>
<td>• Participate in classrooms visitations to continue the development of his/her background in instructional methodology and learning theories</td>
<td>Standards 2,5,8,9</td>
<td>F:5, F:6, F:9, F:11</td>
<td>CF 3.1 CF 5.7 CF 6.3</td>
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<td>9. Quizzes and Final Exam</td>
<td>• Demonstrate knowledge gained through various measures, including quizzes and a final examination</td>
<td>Standards 1-10</td>
<td>F:3, F:9</td>
<td>CF 3.4 CF 4.5</td>
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NATIONAL AND STATE STANDARDS
ADDRESSED IN THE COURSE

Florida Educator Accomplished Practices (FEAPs)

FEAP 1. Assessment
1.PRE.a Analyzes individual learning needs and practices techniques which accommodate differences including, linguistic and cultural differences.
1.PRE.b Draw from a repertoire of techniques to accommodate differences in students’ behavior.
1.PRE.c Identifies potentially disruptive student behavior.
1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specific outcomes.
1.PRE.g Modifies instruction based upon assessed student performance.
1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.
1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

FEAP 2. Communication
2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
2.PRE.f Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

FEAP 3. Continuous Improvement
3.PRE.d Participates in the design of a personal development plan to guide her/his own improvement.
3.PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
3.PRE.h Works to continue the development of her/his own background in instructional methodology, learning theories, trends, and subject matter.
3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
3.PRE.l Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
3.PRE.m Learns from peers and colleagues and develops professional relationships.
3.PRE.n Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.

FEAP 4. Critical Thinking
4.PRE.b Identifies strategies, materials, and technologies that he/she will sue to expand students’ thinking abilities.
4.PRE.c Identifies strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.PRE.d Poses problems, dilemmas, and questions in lessons.
4.PRE.g Demonstrates and models the use of higher-order thinking abilities.
4.PRE.g Modifies and adapts lessons with increased attention to the learners’ creative thinking.

FEAP 5. Diversity
5.PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.
5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.
5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5.PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.
5.PRE.g Analyses and uses school, family and community resources in instructional activities.
5.PRE.h Selects and introduces materials and resources that are multicultural.
5.PRE.i Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.

FEAP 6. Ethics
6.PRE.d Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
6.PRE.e Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6.PRE.f Does not use institutional privileges for personal gain or advantage.
6.PRE.g Maintains honesty in all professional dealings.

**FEAP 7. Human Development and Learning**
7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.c Uses multiple activities to engage and motivate students at appropriate developmental levels.
7.PRE.e Varies activities to accommodate different student learning needs, development levels experiential backgrounds, linguistic development, and cultural heritage.
7.PRE.f Recognizes learning theories, subject matter structure, curriculum development, student development and first and second language acquisition processes.
7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

**FEAP 8. Knowledge of Subject Matter**
8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.
8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.
8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.

**FEAP 9. Learning Environments**
9.PRE.d Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.
9.PRE.e Uses techniques to align student needs, instructional settings, and activities.
9.PRE.j Implements instructional activities to meet cognitive, linguistic, and affective needs.

**FEAP 10. Planning**
10.PRE.a Identifies student performance outcomes for planned lessons.
10.PRE.b Plans and conducts lesson with identified student performance and learning outcomes.
10.PRE.c Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.
10.PRE.f Plans activities that utilize a variety of support and enrichment activities and materials.
10.PRE.g Accesses and interprets information from multiple sources.
10.PRE.i Incorporates the visual and physical environment when planning learning activities.
10.PRE.j Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
10.PRE.m Helps students develop concepts through a variety of methods.
10.PRE.n Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.
10.PRE.o Cooperatively works with colleagues in planning instruction.
10.PRE.p Develops a community resource file for use in planning instructional activities.

**FEAP 11. Role of the Teacher**
11.PRE.a Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
11.PRE.c Propose ways in which families can support and reinforce classroom goals, objectives and standards.
11.PRE.d Uses community to provide students with a variety of experiences.
11.PRE.f Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.

**FEAP 12. Technology**
12.PRE.a Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
12.PRE.b Uses technology tools on a personal basis.
12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
12.PRE.d Identifies and uses standard references in electronic media.
12.PRE.e Uses technology in lesson and material preparation.
12.PRE.f Identifies technology productivity tools to assist with management of student learning.
12.PRE.h Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.

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12.PRE.i Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
12.PRE.j Uses digital information obtained through intranets and/or internet (e.g., e-mail and research).
12.PRE.k Uses technology to collaborate with others.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make their aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

FLORIDA TEACHER CERTIFICATION EXAMINATION (FTCE)

Professional Education Examination

1. **Assessment:** Knowledge of various types of assessment strategies that can be sued to determine student levels and needs.

2. **Communication:** Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English.

3. **Continuous Improvement:** Knowledge of strategies for continuous improvement in professional practices for self and school.
4. **Critical Thinking**: Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills.

5. **Diversity**: Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning.


7. **Human Development and Learning**: Knowledge of how to apply human development and learning theories that support the intellectual, personal and social development of all students.

8. **Subject Matter**: Knowledge of effective reading strategies that can be applied across the curriculum to increase learning.

9. **Learning Environment**: Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment.

10. **Planning**: Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards.

11. **Role of the Teacher**: Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students.

12. **Technology**: Knowledge of strategies for the implementation of technology in the teaching and learning process.


14. **ESOL**: Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency.

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**ESOL PERFORMANCE STANDARDS & CORRELATED FTCE STANDARDS**

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1 (1.1): Culture as a factor in ELLs’ Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs for diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

FTCE Standard 3: Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues.

**Domain 2: Language and Literacy (Applied Linguistics)**

**Standard 3 (2.2): Language Acquisition and Development**

Teachers understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

FTCE Standard 2: Knowledge of first and second language acquisition theorists and classroom application.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 6 (3.2): Standards –Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

FTCE Standard 6: Knowledge of instructional methods and strategies.

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Domain 4: ESOL Curriculum and Materials Development

Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, an apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

FTCE Standard 4: Knowledge of curriculum, curriculum materials, and resources.

Standard 9 (4.2): Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

FTC Standard 7: Knowledge of instructional technology.

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 10 (5.1): Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

FTCE Standard 9: Knowledge of assessment.
FTCE Standard 10: Knowledge of exceptional student education (ESE) issues related to ELLs

PROFESSIONAL ORGANIZATIONS

- National Education Association
- National Middle School Association
- National Science Teachers Association
- National English Teachers Association
- National Social Studies Association
- National Music Teachers Association
- National Math Teachers Association
- National Association of Black School Educators

TEACHING METHODS

The instructional delivery for this course will include but will not be limited to the following:

1. Interactive Chapter Discussions
2. Group/Individual Assignments
3. Collaborative/Group Activities
4. Assigned Readings (Journals, Education Mandates, annotated articles or other references)
5. Speakers’ Forum (Experts in the Field)
6. Panel Discussions
7. Simulated Teaching Activities with specific content areas (individual and group)
## TOPICAL OUTLINE/COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>• Introduce: Part 1: The Teaching Profession</td>
<td>• Review Course Expectations</td>
</tr>
<tr>
<td></td>
<td>• Chapter 1: Teaching: Your Chosen Profession</td>
<td>• Complete Information Form</td>
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<td></td>
<td>• Focus Questions:</td>
<td>• Discuss the following questions</td>
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<tr>
<td></td>
<td>o Why do you want to teach?</td>
<td>o What are your strengths?</td>
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<td>o What are the benefits of teaching?</td>
<td>o What are your challenges?</td>
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<tr>
<td></td>
<td>o What are the challenges of teaching?</td>
<td>o What do you expect to learn in this class?</td>
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<td>o What will society expect of me as a teacher?</td>
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<td>o What is the job outlook for teachers?</td>
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<td>o How will I become a highly qualified teacher?</td>
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<td></td>
<td>• Review Course Outline</td>
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<td></td>
<td>• Requirements for Field Clinical Experiences</td>
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<td></td>
<td>• Meeting: Lecture Hall Journalism Building (Date: ____ )</td>
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<td>• Focus questions:</td>
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<tr>
<td></td>
<td>o Why do you want to want to teach?</td>
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<tr>
<td></td>
<td>o What is the job outlook for teachers?</td>
<td></td>
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<tr>
<td></td>
<td>o How will I become a highly qualified teacher?</td>
<td></td>
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<tr>
<td></td>
<td>• Assignment: Interview a teacher and ask them what advice he/she would give to beginning teachers.</td>
<td></td>
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<tr>
<td></td>
<td>o What significant experiences in your life have contributed to your decision to become a teacher?</td>
<td></td>
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<tr>
<td></td>
<td>o What have you learned from these experiences?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>• Chapter 1 Continued</td>
<td>• Read and discuss: “Why Do I Want to Teach”</td>
</tr>
<tr>
<td></td>
<td>• Review Course Outline</td>
<td>• Complete Fig. 1.2</td>
</tr>
<tr>
<td></td>
<td>• Requirements for Field Clinical Experiences</td>
<td>• Reflect upon “Teaching on Your Feet and Teacher’s Voices” segment of textbook</td>
</tr>
<tr>
<td></td>
<td>• Meeting: Lecture Hall Journalism Building (Date: ____ )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus questions:</td>
<td>• Small Group Activity: Reading assigned section, summarizing information and sharing important points with class</td>
</tr>
<tr>
<td></td>
<td>o Why do you want to want to teach?</td>
<td></td>
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<tr>
<td></td>
<td>o What are the benefits of teaching?</td>
<td></td>
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<tr>
<td></td>
<td>o What are the challenges of teaching?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o What will society expect of me as a teacher?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o What is the job outlook for teachers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o How will I become a highly qualified teacher?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Article Critique #1 (use critique form provided)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 21 Century Skills: The Challenges Ahead</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Due Date: TBA</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>• Chapter 2: Today’s Teachers</td>
<td>• DUE: Article Critique #1</td>
</tr>
<tr>
<td></td>
<td>• Focus Questions:</td>
<td>• Engage in Jigsaw activity to highlight important information from the chapter</td>
</tr>
<tr>
<td></td>
<td>o Who are today’s teachers?</td>
<td></td>
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<td></td>
<td>o What do teachers do in the classroom?</td>
<td></td>
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<tr>
<td></td>
<td>o What knowledge and skills to today’s teachers need?</td>
<td></td>
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<tr>
<td></td>
<td>o To what extent is teaching a full profession?</td>
<td></td>
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<tr>
<td></td>
<td>o To what professional organizations to teachers belong?</td>
<td></td>
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<tr>
<td></td>
<td>• Assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Article Critique #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Voice from the field: TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o What do teachers do in the classroom?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Question and answer period provided.</td>
<td></td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
</table>
| 4.   | • Chapter 3: Today’s Schools  
      • Focus Questions:  
      o What is the role of schools in today’s society?  
      o How can schools be described?  
      o What are schools like as social institutions?  
      o What are the characteristics of successful schools?  
      o What social problems affect schools and place students at risk?  
      o How are schools addressing societal problems?  
      o How can community-based partnerships help students learn?  
 | • Write a summary of important information shared.  
 • Discuss requirements of Power Point presentations (artifacts for Taskstream Portfolio program)  
 • Provide research information about your favorite educational philosopher and describe how the persons’ work has influenced your educational philosophy. Share your educational philosophy at the end of your Power Point.  
 • Assignment: Article Critique #2: Teacher Collaboration and Ambitious Teaching: Reflections on What Matters  
 • Due: Article Critique #2  
 • Individual topics assigned to students based upon the focus questions. Each student will read and highlight important information and share with the class.  
 • Guest Speaker: TBA  
      o Write a summary of the important points shared by speaker  
 • Distribute a list of topics for research paper and discuss format required.  
 • Assignment: Article Critique #3, Successful Schools: From Research to Action Plans  
      o Due Date: TBA  
 | 5.   | • Chapter 3 continued  
      • Speakers’ Forum – An administrator from Elementary, Middle and High School will discuss:  
      o What social problems affect schools and place students at risk?  
      o How are schools addressing societal problems?  
      o How can community-based partnerships help students learn?  
 | • Due: Article Critique #3  
 • Display great listening and reflective thinking. Write a summary of the information shared by the speaker.  
 • Read and answer the focus questions.  

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
</table>
| 6.   | **Part 3: The Art of Teaching**  
Chapter 8: Today’s Students  
Focus Questions:  
  - How is diversity reflected in the culture of the United States?  
  - What does equal educational opportunity mean?  
  - What is meant by bilingual education?  
  - What is multicultural education?  
  - How is gender a dimension of multicultural education? |  
  - *Assignment:* Article Critique #4, *Multiculturalism in Teacher Education: What to Assess, for How Long, and with What expected Outcomes*  
  - *Due Date:* TBA  
  - *Due:* Article Critique #4  
  - *Read and discuss Teachers’ Voices and respond* to the personal reflection questions.  
  - *Compare/Contrast* the difference between bilingual and multicultural education  
  - *Discuss* field experiences required and lesson planning strategies  
  - *Assignment:* Article Critique #5, *The ABCs of AYP: Raising Achievement for All Students*  
  - *Due Date:* TBA  
  - *Due:* Article Critique #5  
  - *Continue the discussion of field experiences required (4 hours). Share school and grade/subject assignments. Review Lesson Planning strategies.*  
  - *Discuss* Power Point presentation on Action Research and review several action research projects and the critical elements.  
  - *Assignment:* Article Critique #6, *Students’ Choice.* Article must be correlated to concepts studied in Chapter 13: Becoming a Professional Teacher  
  - *Due Date:* TBA  
  - *Due:* Article Critique #6  
  - *Instructor:* Overview of Chapter 6  
  - *Guest Speaker:* TBA  
  - *Write a summary of the important*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Chapter 7: Ethical and Legal Issues in U.S. Education</td>
<td></td>
</tr>
</tbody>
</table>
  **Focus Questions:**  
  - Why do you need to know about education and the law?  
  - Why do you need a professional code of ethics?  
  - What are your legal rights as a teacher?  
  - Do student teachers have the same rights as teachers do?  
  - What are your legal responsibilities as a teacher?  
  - What are the legal rights of students and parents?  
  - What are some issues in the legal rights of school districts?  
  - **Assignment:** Article Critique #7, Student’s Choice. Article must be correlated to concepts studied in Chapter 6: Governance and Finance of Florida Schools  
  - **Due Date:** TBA ______  
  - **Due:** Article Critique #7  
  - **Instructor:** Give overview of Chapter 7  
  - **Guest Speaker:** TBA  
  - **Assignment:** Article Critique #8, Student’s Choice. Article must be correlated to Chapter 7: Ethical and Legal Issues in Education  
  - **Due Date:** TBA ______  

| 10.  | Part 3: The Art of Teaching  
  Chapter 9: Addressing Learners’ Individual Needs  
  **Focus Questions:**  
  - How do students’ needs change as they develop?  
  - How do students vary in intelligence?  
  - How do students vary in ability and disability?  
  - What are special education, mainstreaming, and inclusion?  
  - How can you teach all learners in your inclusive classroom?  
  - Chapter 10: Authentic Instruction and Curricula for Creating a Community of Learners  
  **Focus Questions:**  
  - What determines the culture of the classroom?  
  - How can you create a positive learning environment?  
  - What are the keys to successful classroom management?  
  - What teaching methods do effective teachers use?  
  - What is taught in schools?  
  - How is the school curriculum developed?  
  - **Due:** Article Critique #8  
  - **Discuss** lesson planning strategies  
  - **Guest Speaker:** TBA  
  - **Assignment:** Article Critique #9, Student’s Choice: Article must be correlated to Chapters 9 or 10  
  - **Due Date:** TBA ______ |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
</table>
| 11.  | • Chapter 10 continued  
      • Chapter 11: Curriculum Standards, Assessment, and Student Learning  
      • Focus Questions:  
        o What role will standards play in your classroom?  
        o What is standard-based education?  
        o What controversies surround the effort to raise standards?  
     | • Due: Article Critique #9  
      • Discuss lesson planning strategies  
      • Group discussion: answer and reflect upon the focus questions for Chapter 11  
      • Assignment: Article Critique #10,  
                      Student’s Choice: Article must be correlated to Chapter 11: FCAT Assessment or New Generation Sunshine State Standards  
        o Due Date: TBA ______ |
| 12.  | • Chapter 12: Integrating Technology Into Teaching  
      • Focus Questions:  
        o How is technology transforming teaching and learning?  
        o What technologies can be integrated into teaching?  
        o To what degree are teachers integrating technology and student learning?  
        o What are the challenges of integrating technology into teaching?  
     | • Due: Article Critique #10 (Artifact for Taskstream Portfolio program)  
      • Technology integration demonstrations  
      • Due today: Two (2) lesson plans |
| 13.  | • Part 4: Your Teaching Future  
      • Chapter 13: Becoming a Professional Teacher  
      • Focus Questions:  
        o Why is your induction to teaching important?  
        o How can you develop your teaching portfolio?  
        o What opportunities for continuing professional development will you have?  
        o What new leadership roles for teachers are emerging?  
        o How are teachers providing leadership for school restructuring and curriculum reform?  
        o What can you expect as a beginning teacher?  
        o How will your performance as a teacher be evaluated?  
     | • Guest Speaker: TBA  
        o Write a summary of the important points shared by speaker  
      • Review evaluation tools used by Leon County Schools  
      • Due today: Research papers (Artifact for Taskstream Portfolio program) |
| 14.  | • Students will make their Power Points Presentations  
      o Professional Development  
      o Reading Strategies  
      o Data Mining for Classroom Teachers  
     |
COURSE EVALUATION

Students will be evaluated by the following course requirements:

1. Class Participation/Attendance

The student pre-reads assignments materials, turns in class assignments on time, and participates in class discussions. **YOU MUST BE PRESENT IN ORDER TO PARTICIPATE IN CLASS. CLASS ATTENDANCE POLICY: CLASS ATTENDANCE IS MANDATORY. UNIVERSITY POLICY WILL BE APPLIED.** Note: The one (1) unexcused absence per credit hour refers to one (1) absence in a three credit hour class that meets once per week. This absence will not be used as an excuse to make-up quizzes, exams, or to turn in projects that are due on the day of the absence. Please see FAMU Policy contained in this document. Credit for class attendance and participation is based on consistent attendance leading to participation in class during the entire class period.

2. Assigned Readings/Critiques/Summaries (10) 100
3. Power Point Presentation (1) 50
4. Lesson Plan (2) 100
5. Classroom Visitation/Reflections 25
6. Individual/Group Presentations 100
7. Quizzes/End of Chapter Assignments (13) 260
8. Research Paper 100
9. Final Examination 100
10. Portfolio 25

**Total Maximum Points** 900

**IMPORTANT NOTICE TO ALL STUDENTS:**

Each assignment must be turned in on time to receive feedback. All activities must be completed during the semester in which the class is taken. In the event that a student is absence the day of the class meeting. The assignment must be turned in the day before or the day immediately following the absence from class. **Late assignments outside of these guidelines will not be graded**, resulting in a Zero (0) grade.

**GRADING**

Your grading in this course will be based on your performance and the identified learning activities (see weight value above). The maximum number of points combined is 900. The grade distribution is as follows:

- 810-900 = A
- 809-720 = B
- 719-630 = C
- 629-540 = D
- 539-below = F

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. Therefore, the university reserves the right to deal with individual cases of non-attendance.

Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not sue their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

**Absence from class for cause:** (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control will be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade “F.” Students may be readmitted to the class with the dean’s and the instructor’s permission.

**NOTE:** If you are absent from class on the due date of an assignment, the work **must** be turned in the day prior to the absence or the day immediately following the absence from class. **Failure to meet this requirement will result in a Zero Grade.**

**Attendance is mandatory** – the University permits three (3) unexcused absences per credit hour per course; however, **you are responsible**, not the instructor, for materials missed during these absences. Please note that if a student has more than three absences, he or she may fail the course. Also, you are required to attend all special lectures and discussions and participate in all off campus activities.

**Class Work/Group Work** – Activities for class/group work will on occasions be an out-of-class activity or assignment. You will be notified in advance of the assignment(s) during class or by email.

**Student Knowledge and Skills** – Students are expected to become very familiar with information and materials given to them via handouts, special notes, assigned readings, lectures and discussions, on campus and off campus visits to 6-12 school and other education agencies in Leon County.

**Professionalism** – Students are expected to demonstrate acceptable decorum, be respectful of yourself and others, and present yourselves in a professional posture and demeanor during all class meetings including special presentations/discussions and when conferences with the instructor.

**Disruptions** – Students will **not** be permitted to disturb or disrupt class once the class is in sessions. Unsolicited and rude commentaries will not be tolerated when the instructor or your peer is speaking.

**Final Examination and Quizzes** – Quizzes will be given at various intervals during this course. They may be in the form of announced or unannounced; they could be oral or written; or they could be take home or in class quizzes. The final examination for this course will be administered according to the university’s schedule.

**Class Presentations** – You must be present, knowledgeable and professionally prepared for all individual or group assignments and presentations. This is inclusive of both simulated and actual teaching activities. Your presentations must include the use of technology, various types of media, handouts, and etc. you are responsible for securing the materials and various media apparatus that you or your group need for the presentation(s). You will be assigned a given date for your presentation and this date will not be negotiated with me unless there is a written agreement.
**DISPOSITIONS**

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**ACADEMIC HONOR CODE/POLICY**

The Florida A&M University Academic Honesty Policy is contained in the FANG Student Handbook, under the Student Code of Conduct—Regulation 2.012 section, beginning on page 55.

(s) Academic Honesty Violations
1. An academic honesty violation shall include a student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered.

2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment.

3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.

**POLICY STATEMENT ON NON-DISCRIMINATION**

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**ADA COMPLIANCE**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
CRITERIA ON ARTICLE CRITIQUE ASSIGNMENTS

Evaluation Criteria

1. Your selected article must relate to one of the ___ required topics
2. Attach a photocopy of your most thought provoking journal article and staple it to your critique
3. Your work must be word-processed, 12 font, double spaced, ___ pages, APA style
4. Provide a brief overview of the article, its purpose, focus and audience
5. Identify several key elements, concepts or ideas and discuss why they are important. Critique any strengths or weakness in the article and state your reasons for this opinion
6. Select one or two key points or ideas and describe how you would use it in your teaching. Provide real or hypothetical examples
7. Include a strong balance of personal reaction as well as summarized information

An example of the outline:

1. Brief overview
2. Key Points
   1)
   2)
   3)
3. Strengths and Weaknesses of the chapter
   Strengths:
   Weaknesses:
4. Implementing key points in the classroom
5. Self-reflection for the assignment

Grading

Please see Article Critique Assignment – Rubrics
This assignment is designed to allow you to demonstrate your general knowledge of current issues and trends in secondary education. To complete the assignment you will choose one article commensurate with the assigned topic and critique it in a comprehensive and personal way. The goal is to portray in a concise and effective manner the main points of the article and to bring in your own position with a wider perspective of approaches and theories that may be pertinent to the theme. Together with the in-class questions this is your opportunity to demonstrate an initial understanding of this vast educational field, its implications and its challenges and potential.

9-10 Excellent: Ideas of the article are presented accurately, thoroughly, and concisely. Methodology/research approach has been carefully described, considered and critiqued. Findings are clearly stated and shown to be personally relevant. Such writing suggests an analytic, reflective and imaginative mind at work. All requirements of assignment have been met.

7-8 Proficient: Ideas of the article are presented accurately. Omissions of content are minor. Redundancy/wordiness in summary is noted. Methodology/research approach is mentioned and critiqued. Findings stated are shown to be personally relevant. Such writing suggests analytic and reflective ability. Requirements of assignment have been met.

5-6 Satisfactory: Major/key ideas of the article are presented. Omissions/inaccuracies of content are minor. Redundancy/wordiness in summary is noted. Methodology/research approach is mentioned. Critique of the article is present. Findings stated are shown to be personally relevant. Such writing suggests acceptable analytic and reflective ability. Most requirements of assignment have been met.

4-3 Limited: Major/key ideas of the article were not presented. Omissions/inaccuracies of content are major. Redundancy/wordiness interferes with the reader’s ability to grasp the main ideas of the summary. Methodology/research approach is weak and uncritiqued. Findings are not stated and personal relevance to the findings is not included. Such writing suggests more effort, editing and analytic ability are required. Requirements of assignment have not been met.

2-1 Poor: Major ideas mentioned are only marginally relevant and are largely undeveloped. Critique is inappropriate or lacking. Such writing suggests a lack of effort or ability.
## PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Organization</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Audience has difficulty following presentation because student skips around.</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Knowledge</th>
<th>4</th>
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<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Graphics</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student uses pointless graphics or no graphics</td>
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<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Mechanics</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Student's presentation has four or more spelling errors and/or grammatical errors.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Eye Contact</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Student reads all of report with no eye contact.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enunciation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points:
RESEARCH PAPER OUTLINE

COVER PAGE

- Name of Course
- Class Schedule
- Topic
- Name
- Due Date

TABLE OF CONTENTS

INTRODUCTION

BODY

SUMMARY

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APPENDIX

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## RESEARCH PAPER RUBRIC

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>1. Purpose</strong></td>
<td>The writer’s central purpose or argument is readily apparent to the reader</td>
<td>The writing has a clear purpose or argument, but may digress from it</td>
<td>The central purpose or argument is not consistently clear throughout the paper</td>
<td>The purpose or argument is generally unclear.</td>
</tr>
<tr>
<td><strong>2. Thinking and Communication</strong></td>
<td>Demonstrates in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection. Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations. Examines the issue from three or more perspectives</td>
<td>Demonstrates a general understanding of the topic. Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations. Examines the issues from more than one perspective.</td>
<td>Demonstrates some understanding of the topic, but with limited analysis and reflection. Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking. Examines the issue from a single perspective.</td>
<td>Demonstrates little understanding of the topic. Ideas are not expressed clearly or supported by examples, reasons, details, and explanations. No interpretation and analysis of the material.</td>
</tr>
<tr>
<td><strong>3. Sentence Structure</strong></td>
<td>Sentences are well phrased and varied in length and structure. They flow smoothly from one to another</td>
<td>Sentences are well phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth</td>
<td>Some sentences are awkwardly constructed so that the reader is occasionally distracted</td>
<td>Errors in sentence structure are frequent enough to be a major distraction to the reader</td>
</tr>
<tr>
<td><strong>4. Grammar, Spelling, (punctuation, capitalization, etc.)</strong></td>
<td>The writing is free or almost free of errors</td>
<td>There are occasional errors, but they don’t represent a major distraction or obscure meaning.</td>
<td>The writing has many errors The reader is distracted by them.</td>
<td>There are many errors. The reader is confused.</td>
</tr>
<tr>
<td><strong>5. Word Choice</strong></td>
<td>Word choice is consistently precise and accurate</td>
<td>Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.</td>
<td>Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.</td>
<td>May words are used in-appropriately, confusing the reader</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
### FEAPS ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Component</th>
<th>Evidence</th>
<th>Delivery</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Florida Educator Accomplished Practices (FEAP)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEAP</th>
<th>Indicator</th>
<th>Detailed description of assignment or activity</th>
<th>Check one or both</th>
<th>Type of Instrument Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.</td>
<td>1.PRE.a Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each course syllabus should include the following:
- Course prefix, catalog number, title, catalog description, prerequisites (as listed in catalog)
- Course goals and objectives
- Learning outcomes of major addressed through this course
- Office hours
- Required and recommended texts
- Location of Academic Learning Compacts
- Course requirements (exams, research papers, etc)
- Methods of evaluation (grading system, grading scale)
- Course policies (attendance, make-up exams, etc)
- Academic Honor Policy statement
- FAMU’s ADA Policy Statement
- FAMU’s Non-discrimination policy statement

All of the information above can be found in the Faculty Handbook.

All syllabi should be emailed to assessment@famu.edu by the end of the second week of classes each semester. In the email, please include the following:
- your name
- department
- college/school
- course title
- course number

Academic learning compacts (student learning outcomes) are expected to be an integral part of all syllabi. You may consult with the Office of University Assessment for further discussion and explanation of student learning.

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<thead>
<tr>
<th>Outcomes and how they can be incorporated in a course syllabus.</th>
<th>Here a sample statement that can be used to place in the syllabus regarding ALC. Just add in the name of the specific degree program. Academic Learning Compacts (ALCs): This course falls under the courses offered in the (name of degree Program) and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the (name of degree Program) ALCs, go to <a href="http://www.famu.edu/assessment">www.famu.edu/assessment</a> and click on Academic Learning Compacts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. DIVERSITY</td>
<td>5. DIVERSITY 5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation. 5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities. Lesson Plans: Demonstrate an understanding how children learn and develop by designing learning experiences/opportunities to support their intellectual, social, and personal development; formulate instructional opportunities that are adapted to diverse learners. X Lesson Plan Rubric</td>
</tr>
<tr>
<td>7. HUMAN DEVELOPMENT AND LEARNING 7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities. 7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. Lesson Plans: Demonstrate an understanding how children learn and develop by designing learning experiences/opportunities to support their intellectual, social, and personal development; formulate instructional opportunities that are adapted to diverse learners. X Lesson Plan Rubric</td>
<td></td>
</tr>
<tr>
<td>8. KNOWLEDGE OF SUBJECT MATTER 8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines 8.PRE.a Communicates knowledge of subject matter in a manner that enables students to learn. Individual/Group Presentations: Identify and utilize effective and appropriate techniques for leading class discussions. X Presentation Rubric</td>
<td></td>
</tr>
</tbody>
</table>

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and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

| 8.PRE.d | Acquires currency in her/his subject field. | Research Paper: Identify current issues in the field of education; works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcome. | X | Research Paper Rubric |
| 8.PRE.e | Has planned and conducted collaborative lessons with colleagues from other fields. | Individual/Group Presentations: Identify and utilize effective and appropriate techniques for leading class discussions. End of Chapter Assignments: Demonstrate understanding of chapter contents | X | Presentation Rubric |

**12. TECHNOLOGY**

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

| 12.PRE.a | Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile). | Power Point Presentations: Utilize technology and other media when completing written assignments, making presentations, and delivering real or simulated activities. | X | Presentation Rubric |
## POWER POINT RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Favorable 4</th>
<th>Acceptable 3</th>
<th>Marginal 2</th>
<th>Unacceptable 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and Note Taking</strong></td>
<td>Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.</td>
<td>Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</td>
<td>Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.</td>
<td>Note cards show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.</td>
<td></td>
</tr>
<tr>
<td><strong>Pre Production Planning - Storyboard</strong></td>
<td>The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement and size of graphic, fonts—color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.</td>
<td>The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.</td>
<td>The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.</td>
<td>There are a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience’s interests or goals.</td>
<td>The introduction is clear and coherent and relates to the topic.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Content</th>
<th>The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from primary sources.</th>
<th>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.</th>
<th>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.</th>
<th>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.</td>
<td>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</td>
<td>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</td>
</tr>
<tr>
<td>Layout</td>
<td>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</td>
<td>The layout uses horizontal and vertical white space appropriate.</td>
<td>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</td>
<td>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</td>
</tr>
<tr>
<td>Citations</td>
<td>Sources of information are properly cited and the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using appropriate citation format.</td>
<td>Most sources of information use proper citation format, and sources are documented to make it possible to check on the accuracy of information.</td>
<td>Sometimes copyright guidelines are followed and some information, photos, and graphics do not include proper citation format.</td>
<td>No way to check validity of information.</td>
</tr>
<tr>
<td>Graphics, Sound and/or Animation</td>
<td>The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.</td>
<td>The graphics, sound and/or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.</td>
<td>Some of the graphics, sounds and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clip art or recycled from the internet. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.</td>
<td>The graphics, sounds and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</td>
<td>Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)</td>
<td>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</td>
</tr>
</tbody>
</table>
REFERENCES AND RECOMMENDED READINGS


Dowling-Sender, B. (Dec. 2002). *Policy and tragedy: When a girl’s suspension led to suicide, was the school district as fault?* America School Board Journal.


Florida Department of Education. Grade level expectations for new generation sunshine state standards for mathematics, language arts, social studies and science, [www.myfloridaeducation.com](http://www.myfloridaeducation.com).

Florida Department of Education. Division of Professional Educators. Education practices commissioned and educators standards (an autonomous quasi-judicial agency administratively assigned to the Department of Education), [www.firm.edu/doe/edstandards/epchampg.htm](http://www.firm.edu/doe/edstandards/epchampg.htm).


NOTE: SYLLABUS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.