

The University of South Carolina Aiken
School of Education

Senior Seminar
AEDE 476 Spring, 2009

Meeting Place

As indicated below:

Meeting Times & Dates

- January 5, 2009
- January 6, 2009

- Friday, January 23, 2009

Friday, February 20, 2009

Friday, March 6, 2009

- Monday, April 27, 2009

Topics for Discussion

Orientation

9:00 Introduction

- 9:00 – 12:00 Resumes/Interviews Mr. Corey Feraldi
- 1:00 – 4:00 Palmetto Teachers Association
 - SCEA

9:00 – 12:00 Syllabus/TWS/Book Discussion/Learning

- Communities
- 1:00 – 4:00 Diversity – Stacie Williams
- 10:00 Learning Community Update/Book Discussion
- Interviews as scheduled with Career Services

4:00 Debriefing B & E 207

- 4:30 Dinner/speaker

Instructor

- Early Childhood (AEDE 476)
Dr. Sally McClellan sallym@usca.edu 641-3289 B&E 218

I. Descriptive Information

A. Course: AEDE 476 Senior Seminar

B. Catalog Description: Senior Seminar (3) (Coreq: Internship). The synthesis and critical evaluation of professional studies in education at the appropriate level.

C. Intended Audience: This course is intended for candidates formally admitted to the Professional Program in Education and who have successfully completed all the course work required for the internship.

II. Course Goals and Objectives

A. Course Goals

The goals and objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course, the culmination of the teacher preparation program, will focus on the synthesis of the Dynamic Educator as Planner, Instructor, Manager, Communicator, and Professional as noted in the USCA School of Education's Conceptual Framework.

This seminar course is designed as a practical guide for USCA School of Education pre-service teachers during the teaching internship semester. This seminar will provide candidates with opportunities to integrate theory and skills with professional education practice.

B. Instructional Objectives

1. The seminar content and format will reflect the interests, needs, and concerns of the candidates.
2. Candidates will examine critical education issues raised through the internship experience including classroom management, collegial relationships, teaching students with disabilities, and communicating with parents.
3. Candidates will share information regarding effective instructional practices within the context of the state mandated assessment tool known as Assisting, Developing, and Evaluating Professional Teachers (ADEPT).
4. Candidates will participate in workshops and other activities designed to facilitate professional growth and employment.

III. *Course Readings*

Kozol, Jonathan (2007) *Letters to a Young Teacher*. New York: Crown Publishers.

IV. *Instructional Procedures*

The following procedures will be included to achieve the course objectives: on-line discussion, small and large group activities, guest speakers, and PowerPoint presentations.

V. *Course Requirements*

A. Administrative Requirements

Students with Disabilities: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

Writing Quality: Your instructor values good writing in this course. It is critical that you demonstrate appropriate professional writing skills.

Academic Honesty: The School of Education adheres to the USCA Academic Code of Conduct (see the USCA Student Handbook for a full version). Any breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Late Assignments: Assignments are due on dates specified. Late assignments will be substantially penalized with loss of points.

25% loss 1st day

50% loss 2nd day

75% loss 3rd day

Attendance Policy: Senior Seminar is a 3-hour course requiring 45 hours in contact time. Points are designated for class attendance. On-line discussions are also considered contact hours. Your professionalism will be noted in attendance, promptness and being a part of a learning community.

Inclement Weather: On days when Senior Seminar is scheduled to meet on campus, adhere to the closing decision for USCA by accessing www.usca.edu. On days when interns are scheduled to be in the P-12 schools, adhere to the closing decision for your school (check the school district's website).

E-mail addresses: The faculty will use USCA e-mail addresses to communicate with all candidates enrolled in Senior Seminar. Candidates are expected to check their e-mail on a regular basis.

B. Required Activities

1. Each candidate will meet with the Director of USCA Career Services to discuss his/her resume & cover letter. This must be done prior to.
2. Candidates may begin signing-up for interviews when announced. Sign up only after your cover letter and resume have been approved by Career Services. Candidates must sign-up for two (2) interviews. This will be done on a first-come, first-served basis. Interviews will take place on **March 6, 2009**.
3. Candidates will contribute on a weekly basis to our learning community. In addition to weekly topics, each candidate will pose a discussion or problem to be discussed by the entire group.

VI. *Evaluation and Grading Scale*

Grades will be based on student work including:

125 points Attendance at seminar meetings. (25 pts. for each of 5 seminar meetings)

100 points Book Discussion

140 points Learning Community. Topics are attached.

35 points Issue Discussion

400 Points Total

A	95-100%	(380-400 points)
B+	90-94%	(360-379 points)
B	85-89%	(340-359 points)
C+	80-84%	(320-339 points)
C	75-79%	(300-319 points)
D	70-74%	(280-299 points)
F	69% and below	(279 and below)

January 7, 2009 Begin in class

January 23, 2009

Seminar – Book Discussion – Section 1

January 30 by 5:00 p.m.

Describe your school and classroom

Planner The intern describes the students including the learning styles, multiple intelligences and prior experience.

Planner The intern includes factors about the students including income, culture and family structure which have an influence on student learning.

February 6 by 5:00 p.m.

Curriculum and schedule

Instructor The intern examines the curriculum used in the classroom and discuss the fit between that framework and the needs of students.

Instructor. The intern analyzes the sequence of lessons presented.

February 13 by 5:00 p.m.

Classroom Management Strategies

Manager The intern examines the classroom design and analyzes its influence on the management of the classroom.

February 20

Book Discussion – Section 2
Seminar Day

February 27 by 5:00 p.m.

Learning styles, IEPs

Instructor. Manager. The intern identifies modifications made based upon the individuals in the classroom.

March 6

Book Discussion Post due by 5:00 p.m. – Section 3
Interviews

March 20 by 5:00 p.m.

Assessment/Pre/Post

Planner/Instructor The intern examines the assessment strategies used in the classroom and their appropriateness for the group of students.

March 27 by 5:00 p.m.

Book Discussion Post due by 5:00 p.m. – Section 4
Plan for total teaching

April 3 by 5:00 p.m.

Communication with Parents

Planner/Instructor The intern examines the assessment strategies used in the classroom and their appropriateness for the group of students.

April 24 by 5:00 p.m.

Book Discussion Post – Section 5

April 27

Plans for the Future – job prospects, graduate school
Debriefing

Professional The intern reflects upon their development as a professional and plans for continued professional development.

