

FIRST-YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	SO YOU THINK YOU WANT TO BE A TEACHER?		
SUBMITTED BY:	Jennifer D. Walker	DATE:	September 14, 2014
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			X

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this class. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the “Eagle Essentials” booklet).

This seminar explores current issues in education using information presented in the media and in peer-reviewed educational research, including, but not limited to, topics such as Special Education, high stakes testing, Common Core, English Language Learners, and learning through play. Students will select topics of interest, engage peers through class presentations and discussions, explore multiple perspectives on current issues in education, propose implications for both policy and practice, and visit the Children’s Museum of Richmond in Fredericksburg.

RATIONALE. Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course supports the FSEM’s goals of engaging students in a participatory learning through an in-depth study of topics of interest in education. Through research and exploration of media, students will be required to retrieve, analyze, and synthesize topics of interest through presentations and course assignments. Students will prepare presentations and develop original arguments as a way to engage peers in discussions and conversations about self-selected educational topics. Presenters will be encouraged to explore and consider multiple perspectives on issues, including documentation from both research and media sources. The synthesis paper requirement includes the organization and development of a point of view, message, or argument by synthesizing information and providing supporting documentation. Students will also develop arguments based on a variety of sources in a controversial paper on an educational topic of their choice. Students will be required to demonstrate the ability to provide and receive feedback from peers during a midterm writing process as they develop connections between discussions and readings presented in class. As a final exploratory exercise, students will visit the Children’s Museum of Richmond in Fredericksburg as a way to better understand how learning can be achieved through play and exploration, one of the FSEM’s basic components.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to Dave Stahlman (wdstahlm@umw.edu). All submissions **must** be in electronic form.

University of Mary Washington
FSEM 100: So You Think You Want To Be A Teacher?
Spring 2015

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Course Description:

This seminar explores current issues in education using information presented in the media and in peer-reviewed educational research. Students will select topics of interest and engage peers through class presentations and discussions. Students will explore multiple perspectives on current issues in education and propose implications for both policy and practice. Topics will include, but will not be limited to, Special Education, high stakes testing, Common Core, English Language Learners, and learning through play with a visit to the Richmond Children's Museum of Fredericksburg.

Student Learning Outcomes:

Upon successful completion of an FSEM, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

Course Format:

This course will focus primarily on discussions and class presentations on topics in education. You will be responsible for readings as provided by the instructor, your peers, and your presentations. Through presentations and discussions you will also engage with your peers, learning from one another's research and work on specific topic areas.

Academic Integrity

Credit **MUST** be given to material copied or quoted from sources, i.e., books, internet sites, or curriculum material. Failure to do so may be viewed as plagiarism. Take care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use 4 or more words in a row you should use quotation marks and proper APA citation. Direct quotes should be used sparingly and you should aim to synthesize what you read. Evidence of plagiarism or any other form of cheating will result in a zero on the assignment and a violation of the Honor Code.

Guidelines for class participation

Students are expected to attend class and actively participate in all assignments, group activities, class discussions, and presentations. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings, lectures, and presentations as well as interactive discussion and participation in activities with other class members.

Active participation also includes listening and respectful consideration of the comments of others. While students may engage in debate with one another, courtesy is always expected. In addition, students should not be texting, browsing the internet, or engaging in sidebar conversations. Participation also requires all

students to complete the required readings, activities, and assignments for that specific class meeting in advance.

Readings and media will be developed throughout the course, dependent on topic interest. Readings and media may include but will not be limited to:

America's Promise Alliance (2009). Dropout Prevention Retrieved from:

<https://www.youtube.com/watch?v=qjs-WhKxfM>

Appel, M. & Kronberger, N. (2012). Stereotypes and the achievement gap: Stereotype threat prior to test taking. *Educational Psychology Review*, 24, 609-635.

IES (2010). The evaluation of charter school impacts. Retrieved from:

<http://ies.ed.gov/ncee/pubs/20104029/pdf/20104029.pdf>

Loera, G., Nakamoto, J., Oh, Y.J., & Rueda, R. (2013). Factors that promote motivation and academic engagement in a career technical education context. *Career & Technical Education Research*, 38, 173-190.

Martin, E. & Das, R. (2014). Commentary: Engagement in STEM begins with autonomy & responsibility. Education Nation. Retrieved from: <http://www.nbcnews.com/feature/education-nation/commentary-engagement-stem-begins-autonomy-responsibility-n94931>

McShane, M. Q. (2014). Navigating the common core, *Education Next*, 14(3), 24-29.

Pane, D. M., Rocco, T. S., Miller, L. D., & Salmon, A.K. (2014). How teachers use power in the classroom to avoid or support exclusionary school discipline practices. *Urban Education*, 49, 297-328.

Reich, G. A. & Ball, D. (2010). Get smart: Facing high-stakes testing together, *Social Studies*, 101, 179-184.

Riley, T.A. Paradigm Shift from administration of career and technical education programs to leadership. *Review of Higher Education & Self-Learning*, 6(22), 22-18

Starr, J.P. & Spellings, M. (2014). Examining high stakes testing. *Education Next*, 14(1), 70-77.

US News. The history of common core (2014). Retrieved from: <http://www.usnews.com/news/special-reports/articles/2014/02/27/the-history-of-common-core-state-standards>

Von der Embse, N.P. & Witmer, S.E. (2014). High-stakes accountability: Student anxiety and large-scale testing. *Journal of Applied School Psychology*, 30, 132-156.

Additional readings will be posted on Canvas.

Course Outline, Assignments, & Due Dates:

Date	Class Topic & Reading Assignments	Readings/ Assignments Due Dates <i>Assignments written in bold are assignments you must submit. It is expected that you will complete the readings and activities listed by the corresponding date in the left column, unless otherwise noted below.</i>
1 1/13	<ul style="list-style-type: none"> • Course Introduction • Library Resources 	* Review Syllabus
1 1/15	<ul style="list-style-type: none"> • Historical Perspectives in Special Education 	* Review Canvas for topical readings
2 1/20	<ul style="list-style-type: none"> • Common Core 	* Review Canvas for topical readings
2 1/22	<ul style="list-style-type: none"> • High Stakes Testing 	* Review Canvas for topical readings
3 1/27	<ul style="list-style-type: none"> • English Language Learners 	* Review Canvas for topical readings
3 1/29	<ul style="list-style-type: none"> • Presentation #1 and Discussion 	* Readings and media as assigned by presenter(s)
4 2/3	<ul style="list-style-type: none"> • The Achievement Gap 	* Review Canvas for topical readings * Synthesis Paper #1 DUE
4 2/5	<ul style="list-style-type: none"> • Presentation #2 & #3 and Discussions 	* Readings and media as assigned by presenter(s)
5 2/10	<ul style="list-style-type: none"> • Charter Schools 	* Review Canvas for topical readings
5 2/12	<ul style="list-style-type: none"> • Presentation #4 & #5 and Discussions 	* Readings and media as assigned by presenter(s)
6 2/17	<ul style="list-style-type: none"> • Career and Technical Education 	* Review Canvas for topical readings
6 2/19	<ul style="list-style-type: none"> • Presentation #6 & #7 and Discussions 	* Readings and media as assigned by presenter(s)
7 2/24	<ul style="list-style-type: none"> • No Child Left Behind 	* Review Canvas for topical readings * Synthesis Paper #2 DUE
7 2/26	<ul style="list-style-type: none"> • Presentation #8 & #9 and Discussions 	* Readings and media as assigned by presenter(s)
8 3/10	* Parent Involvement in Schools	* Review Canvas for topical readings
8 3/12	<ul style="list-style-type: none"> • Dropout Prevention 	* Review Canvas for topical readings
9 3/17	* Discipline in Schools	* Review Canvas for topical readings
9 3/19	* Midterm peer review	* Midterm Draft DUE
10 3/24	<ul style="list-style-type: none"> • Gifted Education 	* Midterm DUE
10	<ul style="list-style-type: none"> • Presentation #10 & #11 and 	* Readings and media as assigned by

3/26	Discussions	presenter(s)
11 3/31	<ul style="list-style-type: none"> STEM 	* Review Canvas for topical readings
11 4/2	* Presentation #12 & #13 and Discussions	* Readings and media as assigned by presenter(s) * Reference List for Controversial Paper DUE
12 4/7	<ul style="list-style-type: none"> Teacher Quality 	* Review Canvas for topical readings
12 4/9	* Presentation #14 & #15 and Discussions	* Readings and media as assigned by presenter(s)
13 4/14	<ul style="list-style-type: none"> Technology in Education 	* Review Canvas for topical readings * Outline for Controversial Paper DUE
13 4/16	<ul style="list-style-type: none"> Preschool and Early Intervention 	* Review Canvas for topical readings
14 4/21	<ul style="list-style-type: none"> Learning Through Play (Field trip to Children's Museum of Richmond-Fredericksburg) 	* Review Canvas for topical readings * Controversial Paper Draft DUE
15 4/23	<ul style="list-style-type: none"> Learning Through Play Course Overview and Drawing Conclusions 	* Review Canvas for topical readings
16 4/28	<ul style="list-style-type: none"> Controversial paper due 	* Controversial Paper DUE

NOTE: This syllabus may change according to class needs. Students will be notified by email and on Canvas. Please check both regularly.

Grade Determination:

Grades are determined by dividing total points earned by total possible. Additional rubrics will be provided.

A	95-100%
A-	90-94%
B+	87-89%
B	85-86%
B-	80-84%
C	74-79%
C-	70-73%
D	60-69%
F	59% or less

Assignments

Class Participation (15 pts.):

Participation is based on attendance, preparation, and class engagement. Students should come prepared for class by reading the assigned material and subsequently proposing thought-provoking questions or discussion points. Students should clearly communicate key ideas and encourage dialogue and novel thinking.

Synthesis Papers on Current Research Topics (2 total, 15 pts. each):

For each paper, identify a current issue in education and select a minimum of two recent (2010 or later) research articles published in peer-reviewed journals on that topic. Synthesize, in three pages or less, two research articles by analyzing the content of the studies. This is not a summary but a chance to find common threads in your reading.

Class Presentation (20 pts.):

Select a current issue in education on which to develop a class presentation, and lead an in-class discussion. Develop a 20-minute presentation that synthesizes current research, policies, and/ or media resources. Prepare a handout that goes with your presentation and include a reference page with all source cited.

At least three weeks before your presentation, submit two articles, policies, and/ or media to your instructor. The instructor will review your sources and post them to Canvas so classmates can read your material prior to your presentation. Build at least one way to briefly (no more than five minutes) engage the class in a discussion related to the two sources you have shared. At the end of your presentation, identify an open-ended question or thought that leads to a brief class discussion, and elicit/ answer questions regarding the issue presented.

Midterm (10 pts.)

There will be a 2-3 page midterm paper that requires you to build on class discussions from the first half of the semester. Using the information presented in class, you will select two topics presented by peers and make connections between the information. You will work with peers to edit your paper through review session. You will be evaluated on the final paper as well as your incorporation of feedback from peers.

Controversial Issue (25 pts.):

Identify one controversial issue in education. Briefly describe the history of the issue, then use research and other sources such as news articles, videos, magazine articles, or policy briefs to describe the controversy. Focus on at least two advantages/ positives/ pros and two disadvantages/ negatives/ cons of the issue. Use a minimum of six sources, more if necessary, with at least three coming from peer-reviewed research.

As with your Synthesis Papers, your focus should be on integrating, analyzing, and synthesizing than on identifying and describing. This paper should be approximately 8-10 pages in length.

Class Policies and Procedures:

Late Work

All graded assignments are outlined in the syllabus and are due on the date indicated. If the due date is changed for any reason, the change will be discussed in class, posted to Canvas, and confirmed in an email to all students.

Students are expected to complete all assignments by the assigned due date. Late assignments will not be accepted except under extreme circumstances (i.e. hospitalization, extended illnesses, death of a family member), **with prior approval, and** with an extension request letter. Upon the approval of an extension, the instructor will provide a template for the extension request letter.

Assignments must be submitted via Canvas by the start of class on the date it is due. **No exceptions.**

Honor Code:

In order to reaffirm commitment to the Honor System, the student shall write out in full and sign the following pledge on all quizzes, examinations, papers, and other assignments, as appropriate:

"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."

Students are expected to comply with the Honor Code. All work is to be pledged and completed by the student without assistance unless otherwise indicated by the instructor. Any violations of the code in or outside of class will be brought to the attention of the Honor Council for appropriate action. All members of the UMW community abide by the Honor Code.

A student's pledge on an exam or written assignment in this course will be a statement of academic honor. Pledging an exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience or requirement has been completed by the student.

Office of Disability Services:

Depending on the student's needs, the Office of Disability Services coordinates accommodations for students with disabilities, advises and assists in arranging accommodations and acts as a liaison between students and faculty / administration / staff on issues relating to accommodations. Each student may require a different approach in order to achieve equal access to programs and services.

<http://academics.umw.edu/disability/>

Statement from the Office of Disability:

"The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266."