COURSE TITLE: Seminar in English/Language Arts Education
COURSE NUMBER: LAE 4943

COURSE DESCRIPTION (with prerequisites):
This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Pre-requisites: all program requirements complete. 3 semester hours credit. Co-requisite: LAE 4945

NAME(S) OF INSTRUCTORS:
Pam Rentz

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Since this is a field/clinical course, neither textbooks nor other reading materials are required.

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
- A – 90 – 100
- B – 80 – 89
- C – 70 – 79
- D – 60 – 69
- F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.
MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should
it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task 10.2.2 (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) Plan book or Log**

This is a simple task that will allow you to document during an entire semester how you are able to plan on a continuous basis and are capable of changing as needed. You will develop a log or teacher plan book to record your activities.

**Task 3.1.2 (5.1, 5.4, 5.5) Journal**

You need to keep a date journal of your student teaching experiences. At least once per week during the internship, you need to reflect on your experiences, set down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about your content area(s), teaching, schools, mentor teachers, and students. The journal should help you formulate and refine your philosophy of education and must be available at each observation. Therefore, it should reflect continued growth in the profession.
### Linking Course-Level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts

**Student Learning Outcomes for LAE 4943**

The student will:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>NGSSS/Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend and participate in seminar meetings on campus through reflections about teaching experiences.</td>
<td></td>
<td>E-1, E-2, E-3, E-6</td>
<td>6.1, 7.2, 9.1, 9.2, 9.3</td>
<td>Attendance record and participation – Obs.</td>
</tr>
<tr>
<td>Develop a written semester plan for teaching one subject assigned during the internship</td>
<td>Specific Benchmarks dependent on subject chosen</td>
<td>E-1</td>
<td>Specific competencies based on subject</td>
<td>10.1, 10.2, 10.3, Long Range Planning Draft Assignment - RPT</td>
</tr>
<tr>
<td>Keep a plan book that documents the ability to sequence lessons and concepts and includes adjustments to planning.</td>
<td>Specific Benchmarks dependent on subject chosen and type of plan book required</td>
<td>E-1 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</td>
<td>10.1, 10.2, 10.3</td>
<td>Task 10.2.2 - RU</td>
</tr>
<tr>
<td>Maintain a semester long journal that accurately describes assessment of demonstrated accomplished practices.</td>
<td></td>
<td>E-5 5.1, 5.4, 5.5</td>
<td>3.1</td>
<td>Task 3.1.2 - RU</td>
</tr>
<tr>
<td>Maintain a semester long journal that sets appropriate professional goals for improvement, describes activities for meeting those goals, and upon completion of activity</td>
<td></td>
<td>E-5 5.1, 5.4, 5.5</td>
<td>3.1</td>
<td>Task 3.1.2 - RU</td>
</tr>
<tr>
<td>Begin the process for applying for a Florida Professional Teaching Certificate</td>
<td></td>
<td>E-6</td>
<td>6.1</td>
<td>Obs.</td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat'l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
3. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.