I. **COURSE DESCRIPTION:** Candidates explore how different classroom learning environments impact K-12 students’ self-concept, social interaction, behavior, and learning. Candidates will practice writing commentary based on edTPA guidelines and analyzing video clips of their teaching in the pre-clinical settings. EDUC 480 is offered Fall and Spring and required for all teacher licensure programs. Field experience hours are required. Pre-requisites: EDUC 210, EDUC 290, EDUC 390; Formal Admission; Co-requisite; EDUC 414

II. **COURSE OBJECTIVES/PROGRAM OUTCOMES:**

InTASC Standards:

**Outcome 1: The Learner and Learning**

**Standard III. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

1.3n The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
Outcome 2: Content

Standard IV. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

2.4d The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

2.4h the teacher creates opportunities for students to learn, practice, and master academic language in their content.

Standard V. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

2.5d The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

Outcome 3: Instructional Practice

Standard VI Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

3.6 b The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Standard VII planning for instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

3.7a The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

Standard VIII Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

3.8a The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

3.8i The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Outcome 4: Professional Responsibility

Standard X Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

4.10 n The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Council for the Accreditation of Educator Preparation (CAEP)

Standard 1. Content and Pedagogical Knowledge

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories; the learner and learning; content; instructional practice; and professional responsibility

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.
1. Knowledge and Skills Pertaining to All Areas: All teacher candidates will:
   a. Integrate knowledge acquired from a variety of sources
   b. Use basic problem solving skills such as identifying, defining, postulating and evaluating, planning and acting and assessing results.
   c. Analyze and synthesize ideas, information, and data
   d. Understand cultural and individual diversity, and human-kind’s shared environment, heritage and responsibility
   e. Understand and respect other points of view, both personal and cultural
   f. Understand one’s own and others’ ethics and values
   g. Understand the appropriate role of technology for gathering and communicating information with more specific knowledge and skills regarding instructional technology acquired in the professional education core and in the major.

2. Communication
   a. Send and receive messages, written and oral, in Standard English; communicate verbally and non-verbally
   b. Understand how non-verbal cues affect listening; use non-verbal cues in a positive way
   c. Identify one’s intended audience and communicate effectively when speaking or writing
   d. Know about diverse communication styles, abilities and cultural differences

Association for Childhood Education International-Elementary Standards

3.1 Integrating and applying knowledge for instruction-Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
3.4 Active engagement in learning-Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
5.1 Professional growth, reflection, and evaluation-candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally

ISTE Standards:
Standard 5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate.

5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Standard 6 Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

6a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
III. Texts/Materials for the Course:
viaLiveText©
Blackboard©
Turnitin©

NOTE: All students enrolled in education courses must purchase viaLiveText© within the first two weeks of class (unless purchased previously). The subscription will last for five years. viaLiveText© must be purchased through the LMU bookstore if you want to use financial aid.

IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:

1. Attendance Policy:
The ITLU Department believes that class attendance and participation is critical to the candidates’ mastering and reinforcing knowledge and skills. Class attendance will be recorded each class meeting. Therefore, every professional education class will enforce the following attendance policy:

   • 2 tardies or early exits = 1 class absence
   • Beginning date of class registration, any candidate absent more than 2 times from a class that meets once per week during a semester will automatically fail the class.
   • Beginning date of class registration, any candidate absent 4 or more times from a class that meets two or more times per week during a semester will automatically fail the class.
   • Athletes whose game times coincide with class times will make special arrangements to meet with course instructor to make up those absences.
   • Absences exceeding the stated policy may be approved by the instructor for emergency or unique circumstances.
   • Beginning date of class registration, any candidate missing any required meeting for a hybrid class will automatically fail the class (EDUC 210, EDUC 330, EDUC 360, EDUC 370).

2. Learning Outcomes: Candidates will be able to
   • plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
   • use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
   • become aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they will continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally

3. Evaluation Methods: Evaluation of work will be based upon points earned from the following: pre-clinical Teaching, examinations (quizzes, test, mid-term, and final exam), class assignments, commentaries
4. **Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0</td>
</tr>
</tbody>
</table>

5. There is a field placement and 25 hours required for this course

6. All candidates are required to use LMU Email, no Emailed assignments will be accepted unless approved by instructor prior to submission

7. Students excused for school activities will make up class work before the next class session

8. Athletes will be required to bring game schedule to class

9. Cell phones are to be silenced at all times while class is in session, unless directed by instructor for class activities

10. No text messages sent during class time

11. Use APA formatting for formal writing

12. Read required virtual and paper text assignments

13. Complete all in class related work, quizzes, and examinations

14. All assignments are to be completed on time and submitted in class by the syllabus schedule unless directed by professor, work submitted one day after due date will be lowered one letter grade, work submitted two or more days will receive no letter grade

15. Candidates missing the scheduled Mid-term exam or scheduled exam must take it at the next regular scheduled class meeting, after which a grade of zero (0) will be given

16. Students missing the scheduled Final Exam will have one week to take the exam, after which a grade of zero (0) will be given

17. Participate in class discussions, activities, or events related to course

18. If writing skills are weak you may be referred to the Tagge Center for Excellence for additional help and rewriting

IV. **METHODS OF INSTRUCTION:** collaboration, demonstration, evaluation, class activities or performance tasks, labs, lectures, technology:

VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:** Blackboard, viaLiveText, LMU Email Account, in classroom assignments, article reviews

VII. **UNIVERSITY POLICIES:**

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit [https://www.lmunet.edu/academics/academic-support](https://www.lmunet.edu/academics/academic-support) for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, ADA Coordinator to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Disability Services. The Office of Disability Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the ADA Coordinator. To register with the Office of Disability Services, please contact the ADA Coordinator, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason
Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook:

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**: No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University’s Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at [https://www.lmunet.edu/student-life/counseling/schedule-an-appointment](https://www.lmunet.edu/student-life/counseling/schedule-an-appointment).

If you have experienced any form of discrimination or harassment and would like report information, please contact:
Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6586. You may make a report online at [http://www.emailmeform.com/builder/form/WCcZ1qk83c48D6b0w721mhL](http://www.emailmeform.com/builder/form/WCcZ1qk83c48D6b0w721mhL). The Title IX Coordinator/Institutional Compliance Officer’s office is located at President’s House and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

**HAZING**: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS**: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING**: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested.
Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:
- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/student-life/weather-cancellation-notification](http://www.lmunet.edu/student-life/weather-cancellation-notification). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**VIII. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT:**
[http://www.lmunet.edu/education/about/unit%20conceptual%20framework%202011.pdf](http://www.lmunet.edu/education/about/unit%20conceptual%20framework%202011.pdf) (PAGE 6)
UNDERGRADUATE EDUCATION MISSION STATEMENT:

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION#</th>
<th>TOPIC</th>
<th>Assignments</th>
<th>Associated Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>1</td>
<td>Introduction, syllabus, requirements and forms</td>
<td>Read Section A in “The First Days of School”</td>
<td></td>
</tr>
<tr>
<td>August 22</td>
<td>2</td>
<td>The First Days of School Section A “Basic Understandings-The Teacher”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 29</td>
<td>3</td>
<td>The First Days of School Section A “Basic Understandings-The Teacher”</td>
<td>Read Section B in “The First Days of School”</td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>4</td>
<td>The First Days of School Section B “First characteristic-positive Expectations” Review of four tasks in edTPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 12</td>
<td>5</td>
<td>The First Days of School Section B “First characteristic-positive Expectations” edTPA Handbook Review</td>
<td>Read Section C in “The First Days of School”</td>
<td></td>
</tr>
<tr>
<td>September 19</td>
<td>6</td>
<td>The First Days of School Section C “Second Characteristic-classroom Management Behavior Theorists and Plans edTPA Rubric Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 26</td>
<td>7</td>
<td>The First Days of School Section C “Second Characteristic-classroom Management edTPA Rubric Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>8</td>
<td>The First Days of School Section C “Second Characteristic-classroom Management edTPA Rubric Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 10</td>
<td>9</td>
<td>MIDTERM</td>
<td>Due: Lesson Observations to be Complete Read Section D in “The First Days of School”</td>
<td></td>
</tr>
<tr>
<td>October 17</td>
<td>10</td>
<td>The First Days of School Section D “the Third Characteristic-Lesson Mastery Writing Commentaries”</td>
<td>Read Section E in “The First Days of School”</td>
<td></td>
</tr>
</tbody>
</table>
X.  HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A

XI.  PLAGIARISM

PLAGIARISM

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s for and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.
CERTIFICATION OF AUTHORSHIP. I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________    Date ______________

(This statement must be included with all written assignments.)

<table>
<thead>
<tr>
<th>XII. IMPORTANT DATES IN THE ACADEMIC CALENDAR Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
</tr>
<tr>
<td>Last day to complete registration/add classes</td>
</tr>
<tr>
<td><strong>Required Attendance: ITLU Opening Event</strong></td>
</tr>
<tr>
<td>EDUC 290 DAP™ Interviews</td>
</tr>
<tr>
<td>Labor Day (no classes, residence halls remain open)</td>
</tr>
<tr>
<td>Last day to drop course without “WD”</td>
</tr>
<tr>
<td>Mid-term</td>
</tr>
<tr>
<td>Homecoming (classes held as scheduled)</td>
</tr>
<tr>
<td>Last day to drop course without “F”</td>
</tr>
<tr>
<td>Early registration begins</td>
</tr>
<tr>
<td>Thanksgiving holiday (no classes)</td>
</tr>
<tr>
<td>Classes end</td>
</tr>
<tr>
<td>Final exams</td>
</tr>
<tr>
<td>Commencement</td>
</tr>
</tbody>
</table>

XIII. Student Community Engagement: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: [http://www.lmunet.edu/student-life/student-service-initiative](http://www.lmunet.edu/student-life/student-service-initiative) or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu.

XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.