



Course Syllabus

2022-2023

Download PDF Version

EDUC 2000 Introduction to Professional Practice**College**

College of Education

Section

DEM01

Term

2022FA

Class Time & Place

Monday and Wednesday, noon - 1:15, Sewell Center

Campus

Demorest

Course Description

Introduction to the practice of teaching with emphasis on foundational skills such as identifying standards, writing learning outcomes, lesson planning, and data collection. The course will also introduce the language of teaching by focusing on specific terminology and acronyms used in the field.

Credits

3

Instructor

Dr. Katrina Graham Short

Email Address

kshort@piedmont.edu

Office

Sewell Hall, Faculty Offices, across from Room 104

Phone

(706) 778-8500 x. 8057, cell (904) 728-4137 Texts are fine, but please identify yourself.

Office Hours

Before or after class, and by Appointment - Call or Text for Appointment

Textbooks and Class materials

There is no textbook currently for this course.

Student Learning Outcomes

Upon successful completion of this course, the candidate will be able to:

1. Explain the link between effective lesson planning and student achievement;
2. Identify specific learning, social/emotional, and behavioral needs;
3. Explain the value of using a backward planning model for instruction;
4. Align standards, objectives, and assessment in a lesson plan;
5. Explain the efficacy of various models of instruction;
6. Develop lower- and higher-order questions that align with Bloom's Taxonomy;
7. Explain the link between effective classroom management and student achievement; and
8. Plan for effective instruction that meets the needs of all learners.

Educational Technology Requirements

Face-to-Face

Canvas is the learning management system used by Piedmont University and, through Canvas, students may view the syllabus and grades for this course. The link to Canvas is: <https://piedmont.instructure.com/login/ldap>.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

EDUC 2000

Course Objectives

After completion of this course, candidates will be able to

- explain the link between effective lesson planning and student achievement (inTASC Standard 1-8)
- identify specific learning, social/emotional, and behavioral needs (inTASC Standard 1-3)
- explain the value and format of using a backward planning model for instruction (inTASC Standard 1-8)
- explain the efficacy of various models of instruction (inTASC Standard 1-8)
- develop lower- and higher-order questions that align with Bloom's Taxonomy (inTASC Standard 4-8)
- explain the link between effective classroom management and student achievement (inTASC Standard 1-9)
- plan for effective instruction that meets the needs of all learners (inTASC Standard 1-10)

This class is graded as Pass or Fail, based upon the number of points accrued in the assignments described below. There are a possible 246 points to be earned, and students must accrue at least 200 points, as well as complete all assignments, to earn a grade of Pass.

Graded Module Assignments will include the following (full explanations of each assignment can be found in the Canvas site for the course):

Student Responsibility Agreement - 1 point (meets inTASC Standard 9)

~ Students will read and sign the Student Responsibility Agreement as directed in Canvas.

Academic Integrity Statement - 5 points (meets inTASC Standard 9)

~ Students will read and sign the Academic Integrity Statement which outlines Piedmont's position on academic honest and plagiarism.

Student Demographics and Learning Needs Assignment - 10 points (meets inTASC Standards 1-9)

~ Students will create a class of at least 20 students, and identify their needs using the Student Demographics and Learning Needs Chart provided on Canvas. Name your students, and identify the needs that each student has that should be considered as you plan for instruction. You will share your chart with the class, so have it ready to be shared on the assigned date.

Differentiation Assignment - 10 points (meets inTASC Standards 1-9)

~ Students will use the **Differentiation Scenarios** document, the **Module 3 PowerPoint**, and the **Student Demographics and Needs** document, all provided in class/on Canvas, to decide how they might differentiate instruction for each student.

Deconstructing a Standard Assignment - 10 points (meets inTASC Standards 1-9)

~ Students will pick one content standard at a targeted grade level and unpack that standard.

Objectives Assignment – 10 points (meets inTASC Standards 1-9)

~ Students will write objective(s) for the content standard they chose for the Deconstructing a Standard Assignment above.

Assessment Questions Assignment – 10 points (meets inTASC Standards 1-9)

~ Students will write an assessment question(s) for the objective(s) they chose for the Deconstructing a Standard Assignment above.

Learning/Results Chart - 10 points (meets inTASC Standards 1-9)

~ Students will use the information they know thus far about effectively planning for student learning needs and for lesson delivery, as well as the **Logic of Backward Design Chart** provided in Canvas, to complete the **Learning/Results Chart** showing instructional strategies they might use in class to meet the learning needs of students.

QAR Questions – 10 points (meets inTASC Standards 1-9)

~ Students will use the last slide of the Module 5 PowerPoint to write a set of Question-Answer Response questions.

Questioning Strategies Chart - 10 points (meets inTASC Standards 1-9)

~ Students will complete the **Questioning Strategies Chart** after researching effective questioning strategies to show which strategies they might use in class to meet the learning needs of students.

Podcast Reflection – 10 points (meets inTASC Standards 1-9)

~ Students will listen to the podcast as directed in Module 6 and then complete a one to three-page reflection about ways to structure virtual instruction.

Lesson Plan Narratives Assignment – 10 points (meets inTASC Standards 1-9)

~ Students will, using the standard, objectives, and assessment they worked on earlier in the semester, write the narratives for the introduction, body, and conclusion of a lesson plan.

Gaming in Instruction Reflection Assignment - 10 points (meets inTASC Standards 4-8)

~ Students will write a one to two-page reflection about using gaming in instruction.

Lesson Plan – 65 points each (meets inTASC Standards 1-9)

~ Students will write two complete lesson plans using the various pieces they have worked on during the semester.

Attendance

In a fifteen-week semester, students are allowed three **excused** absences. Acceptable excused absences are emergency illness or accident and Piedmont-approved field trips or athletic events. Over three absences may result in you being withdrawn from the class and having to take it another term. Being tardy to class or leaving early from class may be counted as an absence.

Please understand that your financial aid hinges on your attendance in classes. Once you have been absent three times, the Dean of the College of Education will be notified, and he will in turn notify Financial Aid.

Class Policies

Inclement Weather

In the case of inclement weather, please monitor your Part of the Pride student phone app as well as the Canvas site for the course for official announcements about school closing. If the weather makes it necessary, classes will continue in a Zoom format.

Academic Integrity

Students at Piedmont College are expected to abide by the Piedmont Academic Integrity policy as outlined in the current Piedmont catalog. The policy may be seen below. Students who do not abide by this policy will receive a zero for the assignment and will be referred to the Dean of the School of Education for further action.

Piedmont Academic Integrity Policy: "In accordance with the mission statement at Piedmont College, it is the responsibility of each member of the Piedmont community to promote an atmosphere of academic integrity and an understanding of intellectual honesty that adheres to the highest standards of professional and personal conduct.

To protect intellectual and scholarly integrity, the College imposes strict penalties for academic dishonesty, which is defined as follows.

- Cheating — intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication — intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents.
- Deception — intentionally providing false information to an instructor or other academic administrator about an academic matter in order to achieve an unmerited advantage.
- Facilitating academic dishonesty — intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism — intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- Collusion — intentionally working in collaboration with others on an assignment intended to represent a single student's work; or, improving or editing another's completed work to the extent that the nature and quality of the original work is significantly altered.

Examples of Collusion

Collusion occurs when work presented as a student's individual work has been intentionally developed with the assistance of others. Absent specific authorization from the course instructor, each academic exercise or assignment is presumed to be prepared and submitted by one student acting individually and not together with others.

This doesn't mean that students can't study in groups and learn from one another, nor does it mean that students cannot ask for advice about how to accomplish an assignment from Academic Support or the Library. However, the result that is the required/graded submission must represent the student's individual thought and effort, unless the assignment was to produce a group's collaborative work.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analyzing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practicing paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from an academic support tutor

Remember, you are guilty of collusion when you are copying someone else's work or letting someone else copy your work.

Collusion occurs when you work without the authorization of your instructor to:

- work with one or more people to prepare and produce work
- allow others to copy your work or share your answer to an assessment task
- allow someone else to write or edit your work (an exception is receiving assistance from academic support or student success)
- write or edit work for another student
- offer to complete work or seek payment for completing academic work for other students.

Examples of Deception

- Giving a false excuse for missing a project deadline;
- Claiming to have submitted coursework that one did not actually submit;
- Taking an exam or submitting coursework on behalf of someone else, especially when using their personally identifying credentials to do so.
- Forging an advisor's or instructor's signature on an academic form."

All students are asked to agree to the following:

Academic Integrity Statement

I understand that all work submitted for this course is to be the product of my own, unassisted efforts and that the use of collaboration, search engines, internet websites, social media, smart devices - including wearable technology - and/or other technologies is not permitted for any assignment or assessment unless such permission is explicitly granted by the instructor in the specific instance. Hence, all quizzes, tests, and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests, and exams unless explicitly permitted by the course instructor.

Course Outline/Schedule

The purpose of this course is for students to learn the theory that supports *why* and *how* we plan for successful lessons. The class schedule for this course will be as follows:

EDUC 2000.DEM01

Fall 2022

Tentative Course Schedule

Module	Topic	Homework
Module 1 Aug 17	Why We Plan Knowing your Students: The Range of Unique Needs	Take your Student Responsibility Agreement Quiz in Canvas by 11:59 p.m. on Sunday, Aug. 21 st . Download and sign your Academic Integrity Statement . Upload to Canvas by 11:59 p.m. Sunday, Aug. 21 st .
Module 2 Aug 22	Knowing Your Students: The Range of Unique Needs Differentiation – Content, Process, Product	

Module 3 Aug 24	Differentiation Strategies	<p>Module 3 Assignment: Submit the following by Sunday, Aug. 28th, at 11:59 p.m.</p> <p>Class Learning Needs Chart (with all three columns filled out)</p> <p>Differentiation Scenarios Chart</p> <p>Class Learning Needs Differentiation Reflection</p> <p>Content Area Reflection</p>
Module 4 Aug 29, Aug 31	<p>How to Begin – Backward Planning (The Golden Triangle – Standards, Objectives, Assessment) (This will be a three-week module, with assignments being due as noted on this schedule).</p> <p>Deconstructing a Standard</p>	<p>Module 4 Part 1 Assignment – Submit the following by 11:59 p.m. on Sunday, Sept 4th at 11:59 p.m.</p> <p>Deconstructing the Standards Worksheet (just the chart section of this Worksheet; you will submit the rest later).</p>
Sept 5	How to Begin - (continued) Objectives (week two of three)	<p>Module 4 Part 2 Assignment – Submit the following by 11:59 p.m. on Sunday, September 11th</p> <p>Deconstructing the Standards Worksheet – chart with any revisions and your objective(s) for the standard lesson</p>
Sept 7	<p>How to Begin - (continued) Assessment (week three of three)</p> <p>Review of the Lesson Plan Template – Up through the section on Assessment (this may take us into our class on September 12, but if so, I'll adjust dates accordingly)</p>	<p>Module 4 Part 3 Assignment - Submit the following by 11:59 p.m. on Sunday, September 11th</p> <p>Deconstructing the Standards Worksheet – completed with chart, objective(s) and assessment.</p> <p>Learning Results Chart</p> <p>Formative/Summative Assessment Chart</p>
Module 5 Sept 12	Questioning	<p>Module 5 Assignment - Submit the following by Sept 18 at 11:59 p.m.</p> <p>QAR Questions (from the last slide of the PowerPoint)</p> <p>Questioning Strategies Chart</p>
Module 6 Sept 14, Sept 19, Sept 21	<p>Methods of Instruction (workshop model, lecture, inquiry, concept attainment (Two, possibly three-week module)</p> <p>Review of the Lesson Plan Template – Introduction, Body, Conclusion</p>	<p>Module 6 Assignment – Submit the following by Sept 25th at 11:59 p.m.</p> <p>Podcast Reflection</p>
Module 7 Sept 26, Sept 28	<p>Finish up Methods of Instruction (if needed)</p> <p>Instructional Resources</p>	<p>Your Lesson Plan I will be due on Oct 9 at 11:59 p.m. Continue to work on it. We will be having Lesson Plan Conversations next week in place of class. Please sign up for your discussion time in class this week. You will need to submit a completed rough draft of Lesson Plan I by 11:59 p.m. on Sunday, Oct. 2nd so that I can read through it before our conversations on Oct. 3rd or Oct. 5th.</p>

Week of Oct 3, Oct 5	<p>Lesson Plan Conversations</p> <p>We will not have class this week. However, you will be required to sign up for a conference either on Monday or Wednesday to discuss your progress on your lesson plan. You should plan to turn in a rough draft of your lesson plan to me (see Module 7) so that we can talk. I will be providing a sign-up sheet on September 26th for you to choose your time.</p>	Your Lesson Plan I will be due on Sunday, Oct. 9th at 11:59 p.m.
Week of Oct 10	Fall Break – No class	
Module 8 Oct 12	Conferencing	<p>Module 8 Assignment – Submit the following by 11:59 p.m. on Sunday, Oct. 16th.</p> <p>Conferencing Reflection</p>
Module 9 Oct 17	Virtual Learning and Lesson Planning	Module 9 Assignment – Submit the following by 11:59 p.m. on Sunday, Oct. 23 rd .
Module 10 Oct 19	Equity in the Classroom	<p>Module 10 Assignment – Submit the following by 11:59 p.m. on Sunday, Oct. 23rd</p> <p>Undergrads: Plan for Equity</p> <p>Grads: Webinar Reflection</p>
Module 11 Oct 24	Gaming in Instruction	<p>Module 11 Assignment – Submit the following by 11:59 p.m. on Sunday, Nov. 30th</p> <p>Pick a game you did not work with in class today. In a one-two page reflection, discuss the value of gaming in instruction and how you would use the game you pick in instruction in your classroom.</p>
Module 12 Oct 26, Oct 31	<p>Peer-conferences for Lesson Plan II</p> <p>We will be having a peer-conferencing session to work on your virtual lesson plans. Please bring your completed Lesson Plan II with you to class on these days.</p>	Lesson Plan II will be due by 11:59 p.m. on Sunday, Nov. 6th
Module 13 Nov 2	TBA	Lesson Plan II will be due by 11:59 p.m. on Sunday, Nov. 6th
Module 14 Nov 7 and 9	TBA	
Module 15 Nov 14	Course Wrap-up, Short's Evaluation	Have a great winter break!

Social Justice Statement

In my classes, I try to treat all students equitably, with respect and dignity. However you identify yourself, I will honor your wishes in conversation with and about you. Please let me know if you prefer other than the traditional pronouns. My preferred pronouns are *she*, *her*, and *hers*.

Piedmont Social Justice Statement:

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.

Department Assessment

The submitted Lesson Plans for this course will be used to collect data as needed for the department reports for the Elementary, Middle, and Secondary departments.

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

Starfish®: We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.