Section 1: Course Instructor
Instructor: Dr. Mary Ann Hartshorn
Office Location: School of Education Building, 86 Wentworth St., Office 112
Office Hours: Available most days until 6:30 PM, but please make appointment.
Email: hartshornma@cofc.edu
Phone Numbers: Office: 843 953 8057 Mobile: 410 688 5774

Section 2: Course Description
Catalog Description
This course is a hybrid face to face/online course specifically designed for freshmen Teaching Fellows. It is the first in a series of learning experiences for these students who have chosen education as their major and profession and are being supported in this endeavor by the South Carolina State Legislature. It is designed as a component of the Teaching Fellows Program and is intended to augment and enrich the Teacher Education Program offered by the School of Education, Health, and Human Performance. It is required of all Teaching Fellows in their freshman year.

This course has four aims: 1) to support freshman in their transition to college level work and thinking; 2) to guide them in an exploration of themselves as potential teachers who are bearers of culture; 3) to examine the theory and practice learned in the profession of teaching, and 4) to begin their development as teacher-researchers who are reflective about their practice.

Meeting Location/Time (Day); Dates: ECTR 115 / T & Th. (10:50 a.m. – 12:05 p.m.)
Course Credit: 3 hours
Co-Requisite: FYES 101 (CRN 14470)
Intended Audience: Undergraduate

Required Texts/Readings
(Books in black print are required for all students.
Each student must select one book from each of the other groupings.)


Materials: FYE Planner
- Laptop or Ipad to use when needed in class.
- Access to OAKS

**Section 3: Course Objectives**

All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course,
helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Objectives
Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

<table>
<thead>
<tr>
<th>Competency</th>
<th>SOE Standards</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the functions of education and schooling as reflected in</td>
<td>1,7</td>
<td>SSCA</td>
</tr>
<tr>
<td>sociological forces associated with the diverse characteristics of a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multicultural society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the beliefs, values and assumptions which contribute to</td>
<td>7</td>
<td>EEDA</td>
</tr>
<tr>
<td>your understanding of schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify and describe the historical events through a study of</td>
<td>7</td>
<td>EEDA</td>
</tr>
<tr>
<td>prominent leaders and general major movements as a prerequisite to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contemporary educational thought and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describe the major historical events which have contributed to the</td>
<td>7</td>
<td>EEDA</td>
</tr>
<tr>
<td>overall development and organization of education in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Appraise individual interest and commitment to the profession</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate consistently the communication skills of reading, writing,</td>
<td>All SOE</td>
<td></td>
</tr>
<tr>
<td>speaking, listening and interpreting</td>
<td>Standards</td>
<td></td>
</tr>
</tbody>
</table>

Course Outcomes
The exit outcomes required for the successful completion of FYSE 138 are:
The student shall:

- Demonstrate understanding of the dignity and worth of individuals from diverse cultural, social, ethnic and racial backgrounds.
- Demonstrate understanding of themselves as culture bearers and this impact on teaching.
- Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling.
- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting.

Section 4: Course Requirements
Demonstration of SOE Dispositions
Examples of how those dispositions will be evident are provided in italics.

a. Belief that all students can learn
   - e.g., participation and attitudes expressed about students and learning
b. value and respect for individual differences
   - e.g., interactions in class discussion, participation in group work
c. value of positive human interactions
   - e.g., participation in class and group discussions
d. exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - e.g., participation in class and group discussions, performance on graded work, degree
to which you pose questions
e. dedication to inquiry, reflection, and self-assessment
   - e.g., quality of journal responses, performance on graded work, participation in class and group discussions
f. value of collaborative and cooperative work
   - e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities
g. sensitivity toward community and cultural contexts
   - e.g., participation in class and group discussions, degree to which you vary your point of view
h. engagement in responsible and ethical practice
   - e.g., performance on graded work, class attendance, participation in group activities
i. development of professional mastery over time
   - e.g., performance over time in writing, thinking, and expression of knowledge

Assignments

Attendance & Participation (For FYSS 101 & FYSE 138)
Each class meeting, attendance and prompt participation for this class and the FYSS 101 is worth 4 pts (Excludes Final Exam). Each day you are absent or late to either class you will receive a 2.5-point deduction (Students in Honors FYSS101 need only attend one Peer Facilitated Seminar.). This includes the Freshmen Retreat, which is the equivalent of three classes. If you are absent or late for any reason, you are responsible for getting announcements, notes, handouts and assignments. Carefully read the required texts and other materials on a regular basis since exams, class discussions, and OAKS discussions will be based on the readings. Material covered in class will be drawn from many sources; therefore, each student is responsible for studying the material on her/his time.

Field Work: Your Experience as a Future Educator
This assignment is a group activity that is divided into two parts: 1) Field Activities and 2) Field Report Presentations. Modules online will guide these two requirements. Field Activities may include note taking, conducting research, visiting assigned schools, attending a campus event, or going on an excursion in the community.

South Carolina Teacher Certification
Students will
  o analyze the initial teacher certification requirements and processes for the State of South Carolina.
  o write a two-page analysis paper about what is required for initial teacher certification in South Carolina and one other state of her/his choice.
  o meet her/his freshman advisor, Office of Student Credentialing staff to declare you major, and complete this declaration by meeting with your School of Education.
  o use the data gathered from the interviews and research to develop a four-year timeline to complete necessary processes to become certified in South Carolina.
School Visit/Teacher Interview Essays & Presentation
Based on themes from the assigned texts, each student will work with a small group of peers to learn identify what a passion for the teaching profession, student participation, and building relationships with diverse populations looks like in a real classroom.

Groups will
- visit one school.
- identify and interview a teacher using questions based on themes in the assigned readings. (Interviews may take place face to face, via email, telephone, or any other agreed upon medium and must be conducted with a teacher who is unfamiliar to all.)
- present findings to the class as a group. (Each group member will submit a one-page summary of her/his impressions after the visit and interview.)

Joining the College & Community
To learn more about Charleston and our school, each student will complete a one-page report on each of the following:
- the retreat at James Island County Park (October 1st).
- a theater or dance presentation of your choice at the college.
- a social event in the city.

Book Discussions and Presentations
In three different pairs/groups, each student will
- eventually work with all classmates.
- complete activity associated with book.
- find an exciting, inviting way to share information with class.

Section 5: Performance Outcome Table

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>6, 2, 3</td>
<td>40</td>
</tr>
<tr>
<td>Field Work</td>
<td>1, 2, 3, 4</td>
<td>30</td>
</tr>
<tr>
<td>SC Teacher Certification</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>School Visit/Teacher Interview and Presentation</td>
<td>1, 5</td>
<td>50</td>
</tr>
<tr>
<td>Assignments and Presentations from Books</td>
<td>1, 2, 3, 4, 5</td>
<td>100</td>
</tr>
</tbody>
</table>

Section 6: Evaluation Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81</td>
<td>2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>77 – 78</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>75 – 76</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>69% &amp; Below</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Section 7: Special Considerations/Agreements
1. The instructor reserves the right to make changes to the syllabus but not add new assignments.
2. All assignments should be turned in to the Dropbox on OAKS or to the Discussion box, depending on the nature of the assignment. Submission should be made in Word so annotations may be added.
3. When applicable, online coursework must be submitted via email with attachments in a Microsoft Office program (Word, Publisher, Excel, or Power Point) by 11:59pm on the due date. Otherwise, the work will be considered late.
4. Please turn off your cell phones when entering the classroom. Exceptions will only be made in the case of a family emergency. Please notify me if it is essential to keep your phone on.

Section 8: Course Policies and Procedures
Professional Behavior/Disposition: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
• The belief that all students can learn.
• Value and respect for difference.
• Value of positive human interaction.
• Intellectual curiosity and willingness to learn new knowledge.
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

Attendance: Class attendance and punctuality are expected professional behaviors. Students are responsible for all content and assignments for both this course and FYSE 101. If, for medical or serious personal reasons, you will miss more than one class, the instructor(s) should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% (5.25 hours/4 classes) of the scheduled classes).

Class Participation: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions and/or activities. All assessment activities (in-class quizzes, tests, journals, threaded discussions and projects) will require responses based on the readings, class discussions and personal experiences. A significant portion of the work of this course will be conducted through the students' FYSE 138 5 participation in a series of small group learning activities and in-class presentations.

Make-up quizzes/examination: If a quiz or examination (other than the final examination) is missed for a legitimate reason, as determined by the professor, the professor has the discretion to
administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

**Due Dates:** Due dates for course assignments, as well as scheduled quizzes and exams, are posted in a calendar on OAKS under content section. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction.

**Final Exam:** The final exam for each course (which may be in the form of an examination, performance, or project) will **only** take place during the period scheduled for the final exam for that course.

**Papers:** Papers will be typed using the style of the Publication Manual of the American Psychological Association (most current edition). You may obtain a guide from The Writing Lab Room 216 Education Center. OWL Purdue has everything you need; use it!

**Extra Credit Assignments:** Throughout the course of the semester, there may be opportunities to expand your grasp of various important topics related to the course. Any extra credit assignment must follow the stated criteria and/or requirements outlined by the instructor in order to have the work considered for extra credit. All extra credit assignments must be turned in before or on the last class meeting date of the semester (excluding exam dates). Note that extra credit assignments are entirely voluntary; students are not required to participate in extra credit assignments. Points earned for extra credit are in addition to the total possible points that can be earned during the course.

**College of Charleston Policies & Services**

**Honor Code and Academic Integrity:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to FYSE 138 6 be expunged. The student
may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Disability Services:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.