

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number: EDE/EDS/EDX 9221

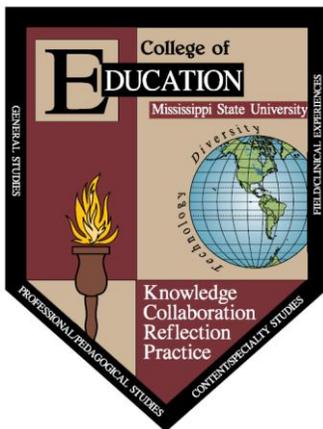
Course Title: Professional Practice in Teacher Education

Credit Hours: One (1) semester hour

Type of Course: Lecture

Catalogue Description: Students will examine potential careers for graduates with doctorates in education and develop professional documents pertinent to their career path.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Introduce elements of professional writing CFPO 1,2
2. Introduce documents required for career development CFPO 4
3. Examine careers available within the field of education CFPO 4
4. Examine professional ethics of professional writing & presentations CFPO 1
5. Introduce elements of professional presentations CFPO 6, CFPO 9
6. Examine APA format CFPO 1
7. Become familiar with professional practices and dispositions to support career goals during and after the PhD CFPO 1,4

Topics to be Covered:

1. Developing a curriculum vita (2 hours)
2. Survey of careers (2 hours)
3. Professional (technical) writing (2 hours)
4. Preparing documents (5 hours)
 - Manuscript elements
 - APA format
 - White paper
 - Letter of intent
 - Professional letters
 - Publishing in journals
5. External funding (1 hour)
6. Professional presentations (1 hour)
 - Lectures
 - Round Tables
 - Poster Presentations
7. Professional service (1 hour)
8. Professional ethics (1 hour)

Required Texts:

Required:

Buller, J.L. (2009). *The essential college professor: A practical guide to an academic career*. Jossey-Bass.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Owl Books.

APA publication manual (most current edition)

Methods of Instruction:

Methods of instruction include guest speakers and panels, discussion of readings, and collaborative revision of professional documents.

Suggested Student Activities:

- Interact with guest speakers about various career options after the PhD and ways to prepare yourself for life after the dissertation (objective 2, 7)
- Reflect on ways to engage in professional preparation during the doctoral program (objective 1, 2, 7)
- Develop a curriculum vita (objective 1, 2)
- Write a professional letter for manuscript submission (objective 1, 2)
- “Apply” for a job in a chosen career (objective 3)
- Develop a poster for a presentation (objective 5)
- Write a letter of intent for a grant RFP solicitation (objective 1, 5)
- Test of APA format (objective 6)
- Professional ethics essay (objective 4)
- Attend two library workshops (online or in person) for graduate students (objective 7)

Honor Code:

As in all of your courses, you are expected to abide by the Mississippi State Honor Code. The Honor Code states: “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” More information can be found at the honor code website:

<http://www.msstate.edu/dept/audit/PDF/1207.pdf>

Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. If you plagiarize, you will fail this course. A source for understanding plagiarism can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>

Technology:

This course will introduce doctoral students to a variety of technological tools they can use to further their learning and career goals (e.g., Endnote, Zotero, data bases of journal publication information, etc.).

Diversity:

This course is aimed at helping diverse doctoral students become prepared for potential professional roles after the dissertation. The course content does not address diversity per se but will help diverse students understand the range of roles that the PhD provides access to, and will help prepare students for diverse roles in and outside of academia.

Disability Statement:

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Experience:

There is no field experience associated with this course.

Evaluation of Student Progress:

Assignment	Weight
Attend two library workshops for graduate students (in face or online) sometime during the semester and provide verification of attendance	10%
Job application packet (vita, cover letter)	10%
APA quiz	10%
Conference proposal draft	10%
Poster presentation draft	10%
Participation, non-graded assignments, active reading etc.	20%
Final Reflection	30%

Grading Scale:

Grades will be determined based primarily on individual rubrics and criteria for each assignment. In general, a B represents very strong, thorough, complete work of the sort that’s likely to get you hired by a hiring committee. An A represents the quality of work I’d expect from colleagues I’d want in my very own department.

I use a 7-point scale:

- 93-100% A
- 86-92% B
- 79-85% C
- 72-78% D

Writing:

Written assignments in the course are to be written in formal, academic English including correct spelling, grammar, punctuation, sentence structure, formatting, etc. Any assignment with repeated use of non-standard English conventions will not be accepted for evaluation and will receive a grade of 0. The grade of 0 may be removed if the student resubmits the assignment according to directions.

Dispositions Instrument:

Student dispositions will be evaluated using the College of Education Dispositions Instrument. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism.

Bibliography:

APA publication manual (most current edition)

Buller, J.L. (2009). *The essential college professor: A practical guide to an academic career.* Jossey-Bass.

Bolker, J. (1998) *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis.* Owl Books.

Ridley, D. *The literature review, A step-by-step guide for students.*

Strunk & White. *The elements of style*