

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

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

Course Prefix & Number: EDE 8443

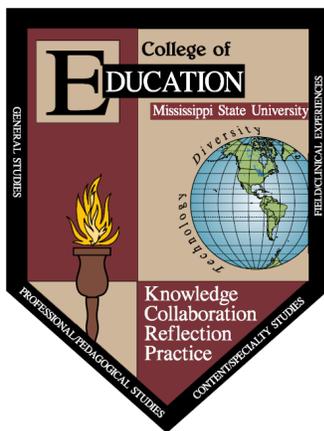
Course Title: Seminar in Elementary Education

Credit Hours: 3 Semester Hours

Course Type: Lecture/Seminar Course

Catalog Description: A study of current issues in elementary education. Designed for elementary and school administration majors.

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. Continue to develop inquiry and problem solving skills as related to educational services (CFPO 1).
2. Enhance skills for living in a global community and working with diverse groups as found within and between educational settings (CFPO 3).
3. Continue to use and apply educational research findings to enhance instructional practice in specialty area of educational service (CFPO 7).
4. Continue to pursue in-depth knowledge in areas of educational study (CFPO 8)
5. Develop an understanding of genuine collaboration with all stakeholders (recipients) in the world of educational services (CFPO 9).
6. Infuse technology in educational services (CFPO 10).
7. *Focus on issues, problems, and trends in the areas of educational services (CFPO 11).*

Topics to Be Covered:

Topics for EDE 8443 Seminar in Elementary Education will vary by semester based on the needs and interests of the students in the course. Students will propose topics for in-depth research and study related to curriculum, assessment, instruction, pedagogy, and reform in elementary education. As pertinent topics are identified, students in the course will engage in reviews of the empirical literature, read current and seminal works provided by the instructor, and engage in in-depth research and discussion around each topic.

Required Text:

Text will be determined by student and will include one education-related book and the most recent edition of the *Publication Manual of the American Psychological Association*.

Methods of Instruction:

Instruction will be done in large group and small group settings within the structure of the classroom. Methods of teacher instruction will consist of questioning, technology use, hands-on activities, and discussions.

Suggested Student Activities:

1. Select an educational issue to investigate—"Soap Box" issue. **5%** (objectives 1, 2, 7)
The majority of work completed in this course will be based on this initial selection. Be sure to spend time in the library to verify that existing, high-quality, recent, scholarly, peer-reviewed research exists about your topic. You will be required to find information from the following categories:
 - a. articles based on empirical (i.e., based on evidence or is of an experimental design) research
 - b. articles written by school personnel
 - c. articles written by non-school personnel (policymakers, "think tanks", etc.)
 - d. articles that have a qualitative methodology

- e. articles with a quantitative methodology
2. Four mini-presentations. **20%** (all objectives)
During the semester, each person will have the opportunity to share information about their selected topic with the class—each presentation will share **new** information learned regarding the topic and will have a visual symbol or hand-out to accompany it. Each presentation will last 15 minutes with approximately 10 minutes after the presentation for discussion. NOTE: Simply reading your paper or notes to the class is NOT an option, when material is presented, it is expected that you will be able to speak intellectually about your topic and that you adhere to the time allotted!

On the night of each presentation, you will turn in documentation of journal articles or books used, and a one to two page reflection. The reflection should include comments about how the new information read has expanded or influenced your thinking on the topic and how your thinking has evolved as a result of these new readings. Further, questions or concerns that you may have should also be documented in this reflective paper. A reflection format will be provided.

3. Annotated Bibliography. **15%** (Objectives 3, 4, 5)
As you search for existing, high-quality, recent scholarly, peer-reviewed research on your topic, prepare an annotated bibliography for each item found and read. At the end of the semester, each student will prepare copies of his or her annotated bibliography for course colleagues. (Minimum 25 citations—5 from each of the perspectives mentioned above and 5 books).
4. Position Paper. **20%** (all objectives)
Having acquired new knowledge regarding your topic of interest, write a five to eight page position paper. Clearly state your position and use the research read and presented to the class (so far) to support your stance.
5. Final Options. **20%** (all objectives)
Option One: Using all of the research found during the semester and incorporating content from your position paper, write a 10-15 page (legislative) policy paper.

Option Two: Identify a journal that would be a suitable source for publication and contact the editor regarding his/her interest in your topic and review of literature. Then, create an outline and draft of manuscript for publication. Together, we will work to put the finishing touches on the manuscript and send it out for review. NOTE: This option may extend beyond the regular semester timeframe.

Final paper presentations will occur on the last night of class. This presentation will bring together everything you have learned over the course of the semester. It will sum up your thinking and that of your colleagues on your topic.

Option Three: Presentation to School Board:

For this option, you will create and present a 10-12 minute PPT on your semester long research topic. Here is the scenario:

You are working at Sunshine School. Your principal knows you are working on (topic) in grad school. She has been talking with the superintendent about your topic—your excitement for learning has rubbed off on to her! Now, she wants to make organizational changes based on your semester long work, but you have to convince the superintendent and school board before that can happen. Happily, your principals tells you that you will be presenting to the school board in just two weeks—they had a random opening on the schedule, so you have 10-12 minutes of “glory”. You must prepare a PPT of your most crucial and essential facts about the topic to share. You have to be prepared for a 10 minute discussion/question and answer session afterward. And, you have to prepare an amazing, visually appealing handout (and you were told only one-page, but you could print it front-to-back) that contains all of your key points. Nervously, you accept the challenge because you know that you are ready because you have learned so much. Now, you have to sort through ALL of your materials from the course of the semester and evaluate the information to determine what to include in your presentation.

PPT Guidelines:

<i>Necessary Components</i>
<p>PowerPoint presentation:</p> <ul style="list-style-type: none"> • Is easy to understand • Is thorough • Is based on ALL research from the course of the semester • Contains relevant examples of your topic • Builds basic understanding of your topic so that completely understand your work & do not need to seek additional information elsewhere • Is creative & visually appealing • Is grammatically correct <ul style="list-style-type: none"> *5 or more errors = -10 points *3-4 errors = -7 points *2 errors = -5 points <p>Professionally Prepared</p> <ul style="list-style-type: none"> • Readable – dark font/light background or vice versa • No excessive text (remember 5 x 5) • Graphics/video/web links to supplement presentation (if appropriate)
PowerPoint is a minimum of 10 minutes and maximum of 12 minutes long

Handout Guidelines:

- Maximum of two pages (one page, printed front and back)
- Is creative & visually appealing (not the same old, same old)
- Sparks interest & keeps people reading the material

Is grammatically correct

6. **Collective Reading. 10%** (objectives 3, 4, 6)
As a group, we will select one education related book to read in a book club format during the semester. Advanced reading of the book and participation in discussions will be expected.
7. **Resource Notebook. 10%** (Objectives 2, 5, 6, 7)
During the semester, you will receive valuable information from your colleagues about a variety of pressing issues in education. You will need to devise a system to file and organize this information for future reference. All handouts, PowerPoint presentations, and annotated bibliographies from colleagues should be included. All documentation of journal articles or books used and reflection papers for your particular issue in education should be included also.

NOTE: All Assignments must be completed to pass this course.

Reflection Paper Format:

1. Identify which reflection paper you are writing (#1, 2, 3, or 4) and briefly summarize what you have learned up to this point in your research.
2. Identify three **NEW** things you learned from your readings/research.
3. Explain how this knowledge has informed your thinking about the issue and/or any questions that you have about your topic.
4. Explain how this **NEW** knowledge influences your thinking about the issue.

Resources:

The following on-campus programs offer assistance to students who need tutoring, assistance with writing or editing papers, and other types of support. Please seek appropriate assistance, if needed.

- Homes Cultural Diversity Center <http://www.hcdc.msstate.edu/> 325-2033
- The Learning Center in Allen Hall <http://www.tlc.msstate.edu/> 325-2957
- The Writing Center in Lee Hall <http://www.writingcenter.msstate.edu/> 325-1045

Participation:

Participation, i.e., actively listening to course colleague's presentations, asking relevant questions, being prepared for class, and completing all assignments is necessary to pass this course. A large portion of this class is based on active learning and positive, purposeful interaction with course colleagues—preparation is key!

Attendance:

The MSU Bulletin (p. 17) notes: “upon registration, the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the instructor with regard to work missed.” Attendance is required and being punctual is important.

Missing more than **30** minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late or leaving early).

Honor Code:

The Mississippi State University honor code is as follows:

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.

Mississippi State University's policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook, available from the Student Association or at <http://www.msstate.edu/dept/audit/PDF/1207a.pdf>. According to the Mississippi State University Honor Code (2007), "misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data. Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case" (p. 3). Therefore, all work completed for this class must be original. I expect each individual to think, write, reflect, question, and even sometimes struggle through the concepts presented in class. Active engagement in class activities is the only way you will learn and grow as a teacher. 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. A source for understanding plagiarism can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>

Technology:

Technology will be integrated in meaningful ways to support student learning. This includes using library databases for research, using online search tools and educational websites/resources to investigate issues, and using MyCourses and other online communication tools to develop class projects (e.g., Google docs).

Cultural Diversity:

Students will examine materials for appropriateness to use with diverse learners.

Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who

demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

No field component is required.

Evaluation of Student Progress:

100-93% = A

92-85% = B

84-77% = C

76-69% = D

Below 68% = F

Bibliography:

To be determined by graduate student's area of interest/body of research explored. Given the nature of this course, the additional readings will vary based on graduate students' selected issue to research.