Professional Seminar ECED 8287

Semester Hours 3

Semester/Year Summer 2014

Time/Location Check Dates Below – T/R, 2:00-4:30pm Education Rm #229

Instructor Dr. Francis Stonier

Office Location Education Annex 122

Office Hours By Appointment Only

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Online Support CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION
This course is designed to provide a forum for professional interaction between students and professors on critical issues in the profession.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), and propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

Student objectives in this course include the completion to two projects; a paper of publishable quality, and a professional workshop. The publishable paper requires that the student complete an exhaustive investigation of a selected area of early childhood philosophy, theory, practice, or history of the discipline. The workshop is prepared for professional presentation in their workplace or selected comparable site. It involves investigation and examination of a selected category of early childhood as an area of study (Assignments D1 decision makers, D8 knowledgeable, NBPTS 4). Interacting with colleagues, D.5 collaborative; and being reflective D10, about their discoveries. Students will write and edit their work in cooperation with their instructor and colleagues while framing new knowledge D8, becoming proactive D9, and collaborative D5.

APPROACHES TO INSTRUCTION
For this course we will draw on several pedagogical methods including hands on activities, small group discussions, reflective activities, and interactive discussions.

COMMUNICATION
For this course is it best to e-mail through Course Den. In nearly all instances Course Den e-mails will be responded to inside of 24 hours during the week M-F. Weekends may take longer.
COURSE OBJECTIVES
Students will:
1. investigate current studies related to the areas of concern in early childhood education;
   (Decision Makers, Lifelong Learners, Knowledgeable, NBPTS 4)
2. identify critical and emerging issues that have potential impact on development, learning and teaching of children;
   (Knowledgeable, Proactive, Reflective, NBPTS 5)
3. interpret current methodologies that are prevalent in child study;
   (Collaborative, Knowledgeable, Reflective)
4. identify and delineate advocacy issues related to the profession;
   (Lifelong Learners, Culturally Sensitive, Reflective, NBPTS 1)
5. design, plan and implement workshops and inservices for the benefit of colleagues and peers; and (Lifelong Learners, Knowledgeable, Reflective)
6. write, edit, and prepare an article for publication for an appropriate journal.
   (Lifelong Learners, Decision Makers, Collaborative, Reflective)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)
ISBN: 978-1433805615

References

Georgia Department of Education. (2014). Common Core Georgia Performance Standards (CCGPS). Atlanta, GA.

NBPTS. (2014). What teachers should know and be able to do. Arlington, VA.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Class Two Materials Posted</td>
<td>10</td>
<td>Checklist</td>
<td>6/8</td>
<td>1-6</td>
</tr>
<tr>
<td>2. Intro Video</td>
<td>40</td>
<td>Checklist</td>
<td>6/8</td>
<td>1-4</td>
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<tr>
<td>4. Discussion Topics 1, 2, 3</td>
<td>60 (20 each)</td>
<td>Checklist</td>
<td>See Outline Below</td>
<td>1-4</td>
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<tr>
<td>5. Workshop/In-service Video and Info Sheet</td>
<td>400</td>
<td>Rubric</td>
<td>7/13</td>
<td>1-5</td>
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<tr>
<td>6. Workshop/In-service Video Critiques</td>
<td>30 (10 each)</td>
<td>Critique Sheets</td>
<td>7/20</td>
<td>5</td>
</tr>
<tr>
<td>7. Paper Group Check 1, 2</td>
<td>40 (1 = 10, 2 = 30)</td>
<td>Critique Sheets</td>
<td>See Outline Below</td>
<td>6</td>
</tr>
<tr>
<td>8. Research Paper, Presentation, Presentation Critiques, and Submission to Journal</td>
<td>400</td>
<td>Rubric</td>
<td>See Outline Below</td>
<td>1-4, 6</td>
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Total possible points = 1000

***See Course Den for Assignment Details***

Please note:
Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. Excessive grammar issues on any assignment may result in a failing grade for an assignment (possibly as low as a zero).

Grading
Assignments will be graded as promptly as possible. Regular weekly assignments will generally be graded before the next week’s is due. Larger assignments may take longer to grade depending on the complexity and scale. Please feel free to inquire if it has been more than two weeks on a larger assignment.

A = 1000-900    B = 899-800    C = 799-700    F = 699 and below
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. 

**Attendance / Participation:** You are expected to participate fully with all face to face meetings and online assignments. You may complete most work ahead of time but **late work will not be accepted** after the time of the due date.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Accessibility Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** Extra credit is not currently planned for this course.
**Course Schedule**

The order of class meetings serves as a guide to the course and is subject to change!

***Assignments need to be turned in by 10pm of the due date***

<table>
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Online</strong> - Submit Research Materials / Intro Videos</td>
<td>Class II Research Materials Posted, Intro Video</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Tuesday June 10th</strong> - Face to Face - Meet and Greet / Find Peer Groups / Discussion of Research + Workshop</td>
<td>Peer Review Partner(s) Selected, Journal List</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Online</strong> - Common Core / GPS (or state standards)</td>
<td>Discussion Topics</td>
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<td><strong>Week 4</strong></td>
<td><strong>Thursday June 26th</strong> - Face to Face – Discussion of Research + Workshop</td>
<td>Discussion Topics, Paper Group Check 1 (In Class)</td>
</tr>
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<td><strong>Week 5</strong></td>
<td><strong>Online</strong> - Ed TPA / National Board Certification</td>
<td>Discussion Topics, Nearly Final Draft of Paper Turned In,</td>
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<td><strong>Week 6</strong></td>
<td><strong>Tuesday July 8th, Thursday July 10th</strong> - <strong>Individual Meetings</strong> – Papers Discussed + Last Minute Workshop Suggestions/Questions</td>
<td>Final Draft of Paper Turned In, Paper Group Check 2 (Online), Workshop Videos Posted</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Tuesday July 15th, Thursday July 17th</strong> - Face to Face – Presentations of Research Papers</td>
<td>Critique Videos (Online), Critique Presentations (In Class), Submission to Journal</td>
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