MGED 4289  TEACHING INTERNSHIP SEMINAR

Semester Hours: 3
Semester/Year: Spring 2013
Time/Location: Mondays, 5:30-8:15 (Colis 3006) on Jan 7 & 14, Feb 18, Mar 4, Apr 8 & 15, and online via D2L
Instructor: Dr. Robyn Huss
Office Location: Coliseum 2046
Office Hours: Mondays, Tuesdays, and Wednesdays 1:00-4:30pm
Other days/times may be arranged by appointment, or Online via email.
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Department Line: 678-839-6530
Department FAX: 678-839-6195
Wiki: www.EducationLabsatUWG.wikispaces.com

REQUIRED TEXTS AND RESOURCES


Tk20 Subscription. These are available at the University Bookstore or http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

ONLINE SUPPORT

D2L Home Page https://westga.view.usg.edu/
D2L Help & Troubleshooting http://uwgonline.westga.edu/students.php
UWG On-Line Learning http://uwgonline.westga.edu/
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

Prerequisites: Admission to Teacher Education. Prior internship application required. This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with MGED 4286, 4287, or 4288.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (e.g., InTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified 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 Connection and Student Handbook.

Attendance:
Attendance is required, either in person or online, for all class meetings and field experience dates.

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, contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student 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:
There is no extra credit option in this course.

Late Work:
Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, posted early.

Professional Conduct:
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.
Email Policy:
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Do not use the e-mail function in D2L. All communication should transpire via official UWG e-mail.

COURSE OBJECTIVES

Students will:

1. discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor (Danielson, 2006; Kronowitz, 2012; Marzano, Pickering, & Pollock, 2004; Radford, 2013); (Conceptual Framework Descriptors: Decisive; Reflective; InTASC 4, 7, 9)

2. reflect on the knowledge and skills that were experienced in the required educational program (Cruickshank, Jenkins, & Metcalf, 2009; Kronowitz, 2012; Marzano, Pickering, & Pollock 2004; Radford, 2013) (Conceptual Framework Descriptors: Inquisitive; Reflective; InTASC 3, 4, 8, 9)

3. reflect on the practices implemented as a part of the current and previous field experiences (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2009; Radford, 2013); (Conceptual Framework Descriptors: Adaptive; Reflective; InTASC 3, 4, 8, 9)

4. complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content; (Radford, 2013); (Conceptual Framework Descriptors: Decisive; Inquisitive; Adaptive; Knowledgeable; Reflective; InTASC 1-10) and,

5. compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession. (Radford, 2013); (Conceptual Framework Descriptors: Reflective; InTASC Standards 1-10)

INSTRUCTIONAL RESOURCES AND REFERENCES


APPROACHES TO INSTRUCTION

This course will use interactive technology, small group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their Internship. Students are expected to use D2L for discussions and turning in homework.

This course will be delivered approximately 45% online. This requires the online equivalent of 1015 minutes of instruction (seat-time) and an additional 2030 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>800 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>215 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Discussions</td>
<td>100</td>
</tr>
<tr>
<td>Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>25</td>
</tr>
<tr>
<td>Résumé</td>
<td>50</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>25</td>
</tr>
<tr>
<td>Impact on Student Learning</td>
<td>100</td>
</tr>
<tr>
<td>InTASC Portfolio</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Course Grade

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points