ASU College of Education
Department of Curriculum and Instruction
EDG 5360 Teaching Internship
Course Syllabus

Professor / Instructor:

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COURSE INFORMATION

- **Prefix Number:** EDG 5360
- **Course Title:** Teaching Internship
- **Course Credit:** 3 semester credit hours
- **Class meetings:** None. On-line course.
- **Semester & Year:** Spring 2013

- **Course description and purpose:**

  This course provides the intern with on-the-job assignments, activities, guided experiences, and observations under the supervision and direction of the university course instructor, a co-teacher / mentor, the teacher's campus PDAS appraiser, and the campus principal.

  This is a required course for the Master of Arts with Teacher Certification degree plan. The purpose of this course is to enable the candidate to complete successfully the first year of teaching, to pass the TExES Certification Tests, to obtain the standard teaching certificate, and to be confident and enthusiastic about continuing as a member of the teaching profession.

REQUIRED TEXT:

None

Graduate Institutional Learning Goals
Angelo State University

Graduate Institutional Learning Goals reflect the mission of the University through a focus on specific areas of student learning. Individual departments, programs and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. Master Knowledge and Skills

Students will:

- Demonstrate advanced knowledge, skills, and values appropriate to the discipline.
- Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others.
- Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline.

2. Master Communication and Dissemination

Students will:

- Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline.
- Demonstrate global perspectives appropriate to the discipline.

3. Master Leadership and Social Responsibility

Students will:

- Comprehend and practice the ethical principles appropriate to the discipline.
- Understand and value individual differences and have the skills for working effectively in a diverse, changing world.

UNIVERSITY LEARNING GOALS AND OBJECTIVES:

Upon completion of this course, candidates will have met the following learner outcomes:

a. Be able to reflect on and analyze their own teaching and use the information to improve their teaching competence.

b. Through the observation of master teachers, be able to analyze what was observed, to evaluate, and to apply what was learned to improve the candidate's teaching.

c. Use an audio recording of their teaching to analyze what the recording reveals and to use the results to improve teaching.

d. View a video recording of their teaching to analyze what the video reveals and to use the results to improve teaching.

e. When having been observed / appraised by the university instructor and the campus PDAS appraiser(s), candidates will use the feedback and suggestions for improvement from these observations to improve their teaching.

f. Write lesson plans which, when implemented, result in learners having mastered the objectives.

g. Develop and exhibit confidence and enthusiasm to be a teacher.

h. Learn about and master the use of technological venues appropriate for the content and for the age level of the learners.

i. Become proficient in successfully implementing the use of learner-centered instructional strategies and activities.

j. Implement instructional strategies and activities which enable learners to use varied learning styles and to maximize learning by using their multiple intelligence strengths.

k. Develop and implement classroom rules, procedures and behavior management plans which result in learners being actively engaged with a minimum of off-task and disruptive behavior which detracts from learning.

l. Develop the skills to interact and communicate effectively with students, peers, administrators, parents and community members.

METHODS OF INSTRUCTION:

This is an on-line course. Consequently, candidates are responsible for knowing, understanding and following the instructions for assignments. **It is the candidates' responsibility to read and follow the syllabus, course calendar, assignment instructions, and to meet the time-lines for submission of assignments.**

All the information needed for the candidate to be successful is provided on-line. It is the candidate's responsibility to follow the instructions and time-lines regarding participation in on-line discussions, assignments, papers and being prepared for observations.

COURSE EXPECTATIONS:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

   Candidates should participate actively and enthusiastically in all on-line discussions. Class assignments, readings and school experiences will prepare candidates for this "Discussion Board" assignment.

   When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum responses from each candidate are:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and others insights.

2. **Candidates' Written Work:**
   - Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, and scholarly discussion using scholarly vocabulary.
   - Clearly shows a high level of knowledge regarding classroom discipline / the topic of discussion**.**

- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student")**.**
- Demonstrates an overall appearance according to APA format (title, page, 12-pt. font, 1-inch margin, and double-spaced), completeness, and timeliness.

REQUIRED READINGS:

None

GRADING AND EVALUATION:

Each assignment will be worth a specific number of points. Grades will be determined by the percentage earned of the total possible points.

This is a **P** "Pass" or **F** "Fail" course, and candidates must have an overall passing percentage of 80% or higher to receive credit for the course

"P" = 80% or more of total possible points "F" = less than 80% of total possible points

COMMUNICATION:

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date**. Candidates are expected to check Blackboard announcements and ASU email on a regular basis, preferably daily.** Candidates should complete assignments and meet all deadlines for submission of coursework. Use ASU e-mail as the official means for communication.

TECHNOLOGY PROGRAMS AND TECHNICAL ASSISTANCE:

Candidates must also access and use Blackboard, Ramport, e-mail and Taskstream. It is important that candidates access Blackboard regularly for electronic posting of assignments, announcements, grading information, instructions, and to access course documents.

Contact the ASU Help Desk at 325-942-2911 for assistance about how to access, navigate, and use these programs. This should be done early in the class, preferably before the first class day.

RESEARCH WRITING STYLE:

All candidates should adhere to *American Psychological Association Publication Manual (APA), Edition 6* when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

If a template is provided in the *APA Manual*, follow those instructions.

ATTENDANCE POLICY:

There are no required meetings to attend.

PERSONS SEEKING ACCOMMODATIONS:

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office to request such accommodations prior to implementation of any accommodations. Candidates are encouraged to make this request early in the semester for the appropriate arrangements to be made.

ACADEMIC HONESTY:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the *Academic Honor Code* which is available in both print and web versions of the *Student Handbook*. Plagiarism is strictly forbidden, and ASU instructors may utilize internet search links that assist in identifying plagiarized materials.

COURSE CALENDAR OF ASSIGNMENTS AND DUE DATES
EDG 5360 (CI 5360) Internship in Teaching -- Spring, 2013

ASSIGNMENT & DUE DATES	EXPLANATIONS
1. Daily class schedule due January 14	Submit daily class schedule to the instructor no later than end of first week of spring semester.
2. Weekly Discussion Board postings start January 14 – May 3	Share what is happening with your CI 5360 classmates on a weekly basis.
3. Parent communication letter due January 23	Submit a copy of an actual letter sent to parents of students in a class or classes you teach.
4. Report of 1st observation of a master teacher due January 25	Submit a report of your first observation of a master teacher.
5. Lesson plan for 1st observation by ASU observer (due date TBA).	Submit the plan 3 days in advance of observation number 1 (TBA) which may be scheduled anytime starting January 18.
6. Observation No. 1 by ASU observer (date TBA)	Observation No. 1 will be scheduled on or after January 18.
7. Report of 2nd observation of master due after Observation 1 above and before Observation 2 (Assignment 11)	Submit a report of your 2nd observation of a master teacher.
8. Report on reflection re: audio tape of a class due after Observation 1 by ASU observer (Assignment 6)	Audio tape a class you teach, listen to it, and write an evaluation / report.
9. Report of 3rd observation of master teacher due after Observation 1 and before Observation 2 (Assignment 11)	Submit a report of your 3rd observation of a master teacher.
10. Lesson plan due for observation No. 2 by ASU observer (due date TBA)	Submit the plan 3 days in advance of observation number 2 TBA on or after March.
11. Observation No. 2 by ASU instructor (TBA)	Observation No. 2 will be scheduled starting on or after March 4.
12. Lesson plan for 3rd observation by ASU instructor (due date TBA)	Observation No. 3 will be scheduled starting on or after April 2.
13. Observation No. 3 by ASU instructor (TBA) (videotaped)	Observation No. 3 will be scheduled starting on or after April 2. *Will be videotaped.*
14. Written critique of video of 3rd observation. Due date TBA	The critique of video is due no later than 5 days after 3rd observation. See Assignment No. 13.

Grading Rubric EDG 5360 Spring 2013

Final grade. The course is *Pass* / *Fail*. To receive a passing grade the intern must have an overall mastery rating of 80% or higher. The final grade will be determined by the intern's performance on the following course requirements.

Grading

ASSIGNMENT	CONTENT	ON TIME	WRITING	TOTAL POINTS
(1) Class Schedule	20	5	-	25
(2) Discussion Board	120	-	-	120
(3) Letter to Parents	15	5	5	25
(4) 1st Obs. Master Teacher	20	2	3	25
(5) Lesson Plan for Obs. 1	44	3	3	50
(6) Observation 1 by Observer	90	-	10	100
(7) 2nd Obs. Master Teacher	20	3	2	25
(8) Audio Tape Critique	20	2	3	25
(9) 3rd Obs. Master Teacher	20	2	3	25
(10) Lesson Plan for Obs. 2	44	3	3	50
(11) Observation 2 by Instructor	90	-	10	100
(12) Lesson Plan for Obs.3	44	3	3	50
(13) Observation 3 by Instructor	90	-	10	100
(14) Critique of Video Tape	20	2	3	25
TOTALS:	**657** +	**30** +	**58**	= **745**

Total points required to pass: 596 or more. ***(745 x .80 = 596)***