

## SAMPLE

**EDCO 101: Developing Observation and Analysis Skills in a Culturally Responsive Context****Credit Hours:** 1**Semester:****Instructor:****Instructor Contact Information:****Office Hours:**

**Course Description:** Using videos and vignettes, students develop and implement observation and analysis skills in the context of culturally responsive instructional practice, critical thinking and reflection, and the impact of teachers on classroom environment and climate.

**Prerequisites or Co-requisite Courses:** None**Required Materials:**

- *Strategies and Lessons for Culturally Responsive Teaching: A Primer for K-12 Teachers*, Roselle Kline Chartock (ISBN: 0131715089)
  - Online Media Access (ISBN: 0134550412)
- **\*\*Background Check**
- **\*\*Via– Field Experience Edition**
- **\*\*Educator Preparation Program Lanyard** (required to wear during all field and clinical experiences until year-long internship)
- **\*\*These materials/processes are included in the course fee for EDCO 101. Background checks are completed in EDCO 101 and lanyards are distributed in EDCO 200 for use in field experience. *If lanyards are misplaced, broken, damaged, etc., candidates are required to purchase a new one through the Rex Institute in Withers 141. The cost of the new lanyard will be applied to the candidate's account.***

**The Education Core:** The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, cultural responsiveness, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21<sup>st</sup> century schools.

**Description of Course in Relation to Education Core:** This initial course in the core curriculum introduces key skills of teaching, including observation and analysis of learning in context, as a way to begin recognizing the diverse needs of individual learners. Course content focuses on observing events related to cultural responsiveness, the context of teaching, and classroom environment/climate.

**Description of Clinical Component:***Number of hours in school settings:* 0

*Field performance:* Teacher candidates use videos and vignettes to develop observation and analysis skills. Teacher candidates provide critical reflective commentaries related to classroom events and diverse learner characteristics.

*Background Check:* The College of Education at Winthrop University, to be in compliance with Section 59-25-115 of the South Carolina Code of Laws, conducts a South Carolina Law Enforcement Division (SLED) Criminal Record Background Check and a National Sex Offender Registry check of teacher education students prior to participation in field experiences and internship. Students enrolled in EDCO 101 are assessed a lab fee to cover costs associated with processing the background check. The background check expires two years from the date of final processing and must be repeated should there be a gap of two or more years in teacher candidate progress through the program (an additional background check fee will be applied to the candidate’s account).

**Course Goals, Learning Outcomes, & Assessments:**

<i>Unit Standards/Elements Course Goals (CG)</i>	<i>Student Learning Outcome – Course Content (SLO-C)</i>	<i>Content Assessment (CA) *Key Assessment(s)</i>
<b>CG1 and 2. The teacher candidate will demonstrate objective observation skills, critical thinking, and reflective practice in data-based analysis.</b>		
US1. Diverse Needs of Learners E2. The teacher candidate analyzes relevant contextual factors that influence learning to meet the needs of all learners.	SLO1-C. Use observation skills to collect objective classroom data on various contextual factors. SLO2-C. Use reflective practice to respond to prompts, video and vignettes.	*CA-Final Reflective Commentary
US2. Learning Environment. E1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.	SLO3-C. Use observational skills to collect objective classroom data regarding factors that promote a culturally responsive, safe, and caring environment.	*CA-Final Reflective Commentary
<b>CG3. The teacher candidate will analyze culturally responsive instructional practices and strategies related to impact on student environment and learning.</b>		
US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO4-C. Use reflective practice to analyze culturally responsive video and vignettes. SLO5-C. Identify key vocabulary and concepts associated with culturally responsive practice.	CA-Reflective Journals, Quizzes, Immersion Project

<p>E2. The teacher candidate analyzes relevant contextual factors that influence learning to meet the needs of all learners.</p> <p>US2. Learning Environment E1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.</p>		
<p><b>CG 4: The teacher candidate will explain standards, policies, and practices of the Winthrop University Teacher Education Program.</b></p>		
<p>US 7. Professional Learning and Ethical Practice</p> <p>E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy , and carries out practice in ways that uphold learners’ rights and teacher responsibilities (e.g., for educational equity, confidentiality, privacy, etc.).</p>	<p>SLO6-C. Identify expectations of the profession in terms of dispositions, teacher responsibilities, and requirements of the Teacher Education Program as described in <i>The Field Experience Handbook</i>.</p> <p>SLO7-C. Examine personal judgments and actions related to professional dispositions.</p>	<p>CA-Disposition Assessment (personal judgments &amp; actions)</p>

**Academic Conduct:** Cheating, plagiarism, or any other form of academic dishonesty may result in a failing grade for this course. For examples of infractions of academic discipline, please consult the Student Catalog. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work and presenting someone else's work as your own. The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook. (<http://www.winthrop.edu/studentconduct/>)

**Students with Disabilities/Need of Accommodations for Access:** Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu), as early as possible to discuss your concerns.

**Class Attendance Policies:** Unexcused absences (no-shows without prior notification and documentation) are unacceptable. This course is training you to become a professional educator. Professional educators plan for approved absences well in advance and have appropriate communication with superiors when emergencies arise. You are being held to the same professional standards. The student is responsible for all requirements of the course, including submitting assignments due on-time, regardless of absences. Being absent from a class does not grant you an extension on assignment due dates/times. Please note that MANY of our assignments can only be completed in-class, as they are connected to class discussions. Also, note that excused absences must be accompanied by a doctor's note or other acceptable official notification. **Because so much of this course content is discussion-based in class, even excused absences can affect your final grade.** Below is a breakdown of how absences impact overall grade in the course:

# Unexcused Absences	Impact on Course Grade
1	-5 Points
2	-10 Points
3	-15 Points
4+	Fail Course

According to University policy, if a student's absences in a course total 25% or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the student handbook, a grade of F or U shall be assigned.

**Lab Attendance Policies:** This is a lab-based class, meaning that you are required to attend 2 lab sessions during the semester. There are 2 class sessions where you will not meet at your regular course time. Instead, there will be an option of 2 dates during Common Time (TR, 11-12) where you will have a lab-based session. The specific dates can be found on your course calendar. You will receive more information on this from your instructor. **This is MANDATORY.**

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**Instructional Technology Center:** The Instructional Technology Center (ITC) in Withers 307 provides a variety of technology for students in the College of Education (COE) to use in the field or for their courses. Items can be checked out during the semester for all of your technology needs. More information about our hours and services can be found at <https://www.winthrop.edu/itc/>.

**Special Note about Changes in the Syllabus:** This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly and in a timely fashion.

**Late Assignment Policy:** All assignments must be turned in at the beginning of class on the date it is due. Late assignments will lose 5 points for each day that it is late. Assignments that are turned in on the due date, but after the beginning of class will still lose points as if it were 1-day late. Being absent from class is not a reasonable excuse for late assignments. Even in the case of excused absences, all students are expected to submit assignments either electronically, through a peer, or in person to the professor.

In case of emergency, please e-mail me as soon as possible ([fullers@winthrop.edu](mailto:fullers@winthrop.edu)).

**Assessment and Evaluation:**

**Grade Composition**

Attendance/Participation	/75 (15 classes x 5 points)
Homework	/20 4 assignments x 5 points/each
Diversity Commitment	/1
Pre- Dispositions Growth Analysis	/5
Post- Dispositions Growth Analysis	/5
Quiz #1	/5
Quiz #2	/5
Quiz #3	/10
Structured Reflective Commentary 1	/10
Structured Reflective Commentary 2	/10
Structured Reflective Commentary 3	/10
Sample Video Analysis	/1
Video Analysis 1	/5
Video Analysis 2	/5
Video Analysis 3	/5
Daily Class/HW Journals	/75 (15 classes x 5 points)
Cultural Immersion Event/Activity/Experience	/30
Final Reflective Analysis	/30

**Daily Participation and Attendance Grading**

Grade	Point Value	Criteria
A	5	Comments/questions show reflection, insight and keen understanding of ideas; aids in other students' understanding; considers others' ideas; willing to challenge his/her own ideas; makes specific references to readings and notes connections
B	4	Comments/questions show thoughtful reflection and insightful remarks; participation is more self-interested; focus on the readings is general; general connections to personal experience
C	3	Comments/questions are basic; participates minimally; little connection to the readings or personal experience; present but limited participation
D	2	Comments/questions are vague or unrelated; or do not participate verbally
F	0-1	Comments/questions are disrespectful, dismissive of others idea; nonexistent; student is absent or fails to engage (sleeping, texting, etc.)

**\*\*Please Note:** When you walk into the class, you start with a C. Your grade increases (or decreases) based on your daily participation (oral, small group, written, etc.).

% Earned	Course Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	F

**Additional Expectations**

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We wish to establish an atmosphere of trust and respect in order for all persons to feel comfortable expressing diverse opinions or asking questions. To create the desired atmosphere, we consider our classrooms to be places in which you will be treated with respect as a human being, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, and ability. Additionally, diversity of thoughts is appreciated and encouraged, provided you can agree to disagree. We expect that all students will consider this classroom a safe environment.

As a token of respect for our learning environment, please be certain that all cell phones, PDAs, beepers, and the like are in the off-position during class. Also, please refrain from talking while others are speaking, checking email, texting, or working on other assignments during class discussions and presentations. If you have extenuating circumstances that require you to keep your cell phone on vibrate, please discuss this with your instructor.

You are expected to participate during class discussions and in all small group activities. Your level of participation raises not only your learning, but the level of understanding for your fellow classmates. In addition, you are encouraged to utilize office hours to discuss your progress in the course and any questions or concerns that may arise.

\*\*Course Calendar can be found on Blackboard.