

**Liberal Studies 4960- Fall 2011**  
**TR 9:30 – 10:45 a.m., C235**

**INSTRUCTOR:** Katie Olivant      **EMAIL:** kolivant@csustan.edu

**OFFICE:** P 336      **OFFICE PHONE:** 664-6813 **DEPARTMENT PHONE:** 667-3749

**OFFICE HOURS:** T / Th 10:45 a.m. – 12:15 p.m.; T/Th 2 – 2:30 p.m.

**LIBERAL STUDIES WEBSITE:** <http://www.csustan.edu/LiberalStudies>

**PREREQUISITES:**

Successful completion of LIBS 3000, Successful completion of Subject Matter Courses or CSET exams.

**COURSE DESCRIPTION:** An integrative course in which students will reflect on the nature and extent of their liberal arts education. Students will be required to demonstrate both their ability to integrate studies across disciplines as well as their competencies within those disciplines.

**COURSE OBJECTIVES:** This course fulfills the California Commission on Teacher Credentialing Standard 6: Assessment of Subject Matter Competence. It also provides the opportunity for senior Liberal Studies majors to demonstrate their learning and growth, and to reflect on their educational experiences and their futures as teaching professionals.

*\* Competency in all subject matter areas is required to pass this course.*

*\* Participation in all course components is required to receive credit. Falsification of any materials submitted for credit will result in a failing grade for the course.*

**Students will**

- Demonstrate subject matter competency.
- Demonstrate the ability to analyze and synthesize information that connects two or more subject matter areas.
- Demonstrate information gathering and research skills by utilizing multiple print and electronic sources in preparation for oral and written work.
- Apply proper supporting materials and adequate detail for clarification of ideas in oral and written presentations.
- Employ language appropriate to the audience and the occasion in oral and written presentations.
- Demonstrate clear and effective writing integrating research in multiple disciplines with elementary school curriculum.
- Demonstrate effective oral presentation skills.
- Demonstrate skill in creating and appropriate use of multimedia aids in an oral presentation.
- Deliver a presentation extemporaneously (i.e. from a brief outline) that exhibits effective vocal variety, nonverbal behaviors, enthusiasm, sincerity and sensitivity to all audience members.
- Demonstrate good listening skills.
- Apply critical and analytical thinking skills in evaluation of oral presentations.
- Complete individual Portfolio assignments.
- Demonstrate effective interviewing skills.

**TEXTS:** Cliffs Test Prep CSET Multiple Subjects by Jerry Bobrow, PhD, Stephen Fisher, MA; Wiley Publishing, Inc. Copyright 2010. All 6 California Content Standards: <http://www.cde.ca.gov> or at the CSU Stanislaus Library Reserve Desk.

### LIBS 4960 COURSE GRADES

Liberal Studies majors must take this course for a letter grade.

	<u>Class Points</u>	<u>Portfolio Points</u>
Attendance and class participation	50 points possible	
Subject Matter Competency*		70 points possible
Project Presentation		150 points possible
Interview	50 points possible	
Peer Evaluations	50 points possible	
Other (on time, annot. biblio., resume/letter)		<u>30 points possible</u>
	150 class points	250 portfolio points

**400 total points possible**

**\*Competence in all subject matter areas is required to pass this course.**

**Portfolios and other student work must be picked up by the fifth week of class in the next semester. University policy allows instructors to dispose of unretrieved work after that time.**

### LIBS 4960 COURSE POLICIES AND REQUIREMENTS

Senior Seminar is a summative assessment course and as such, **requires demonstration of competency in all subject matter areas to earn a passing grade.** Students will have the opportunity to offset “minimally competent” assessments by choosing project presentation topics that align with weak areas. Students may demonstrate competence in their oral presentations.

All work you submit must be your own. Your name / student ID on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study.

Plagiarism and any other form of academic dishonesty will result in an “F” for the assignment, and probably the course. The instructor can refer a student who has engaged in academic dishonesty to the Student Discipline office. If the academic dishonesty encountered is not the first attempted by or reported of a student, that student may be dismissed from the university.

Assignments are due as scheduled. Late assignments will not be accepted. **Keep a copy of everything you turn in.**

Class attendance and participation are important and valuable to your course grade. Absences for **ANY** reason will result in a reduction of the attendance/participation points. The more classes missed, the greater becomes the penalty. Tardy students and those leaving class early will not receive attendance credit for the day. **Attendance is MANDATORY on presentation days!** Please do not enter the classroom if you are late and a presentation is already in progress. Wait for that presentation to conclude.

Appropriate listening behavior is important to speakers. Students are expected to be attentive. Studying, reading or visiting during presentations is inappropriate and will be noted. *Please silence all cell phones.*

Schedule of Class Activities, Assignments, Due Dates

<b><u>Date</u></b>	<b><u>Activity</u></b>	<b><u>Assignment Due</u></b>
8/23	Introduction / Icebreakers (Discussion – IEP, MSCP, TPE)	
8/25	Intro to subject matter - samples	<i>Verify subject matter courses or CSET completion; IEP / Portfolio Evaluation due</i>
8/30	Subject Matter Competency Workgroups	
9/1	Subject Matter Competency Workgroups	
9/6	Subject Matter Competency Workgroups	
9/8	Subject Matter Competency Peer Edit	<i>Draft Subject Matter Due</i>
9/13	Oral Presentation Discussion Requirements/Topics/Partners/Set Conference Schedule	
9/15	Credential Program Presentation	<i>Subject Matter Section of Portfolio Due</i>
9/20	Presentation Conferences	
9/22	Presentation Conferences	
9/27	Presentation Workday / Review Evaluation Forms, Resume, Application Letter	<i>Bibliography and Presentation Plan Due</i>
9/29	Presentations	
10/4	Presentations	
10/6	Presentations	
10/11	NO CLASS – COLUMBUS DAY	
10/13	Presentations	
10/18	Presentations	
10/20	Presentations	
10/25	Interview Prep –Response Questions Handed Out (must be answered in writing)	<i>Revised subject matter sections due</i>
10/27	Interview prep	<i>Interview responses due / resume and vita due</i>
11/1	Interviews	
11/3	Interviews	
11/8	Interviews	
11/10	Interviews	
11/15	Interviews	
11/17	Interviews	
11/22	Interviews	<i>Portfolio Due</i>
11/24	NO CLASS - THANKSGIVING	
11/29	Interviews	
12/1	Interviews	
12/6	Wrap Up – Portfolios returned	

## **College of Education**

### **Mission Statement: Preparing Leaders in Learning**

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

### **Vision Statement: Enhancing Lifelong Learning**

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.