

LIBS 4960-002: Senior Seminar
Fall Semester 2012
T-Th: From 8:00 to 9:15 am. in Room P-101
Christy Gonzales

GENERAL INFORMATION: (All information in this document is subject to change.)

Course description: Senior Seminar is 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. **Prerequisite:** Successful completion of LIBS 3000. (4 units) and completion of all Subject Matter Courses

Contact Information

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Office Hours: By appointment

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 correct use of APA writing style and documentation form in word-processed summaries and papers.
- ✓ 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.

Required Texts: Cliffs Test Prep CSET Multiple Subjects by Jerry Bobrow, PhD, Stephen Fisher, MA Wiley Publishing, Inc. Copyright 2010; ISBN is 9780470455463.

All 6 California Content Standards: <http://www.cde.ca.gov> or at the CSU, Stanislaus Library Reserve Desk for check out. 1) language, literature, (2) history and social science, (3) mathematics, (4) science, (5) visual and performing arts, (6) physical education, health, and human development.

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 (student evaluations)	100 points possible	
Subject Matter Competency*		70 points possible
(Competence in all subject matter areas is required to pass this course.)		
Project Presentation/ annotated bibliography		150 points possible
Oral Defense of Subject Matter Competency	50 points possible	
(Competence in all subject matter areas is required to pass this course.)		
Peer Evaluations and Assessment Forms	50 points possible	
Other (CV/letter, philosophy, senior survey)		30 points possible
	200 class points	250 portfolio points
	450 total points possible	

***To be submitted for review by instructor, revised and re-submitted with portfolio for scoring. Please include all originals as well as revised copies in portfolio at the time of portfolio submission for grading.**

***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.**

A = 414; A- = 405; B+ = 396; B = 342; B- = 360; C+ = 351; C = 324; C- = 315; D+ = 306; D = 279; D- = 270

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 presentation project topics that align with weak areas. Students may demonstrate competence in their research papers and oral presentations.

Submitting any late work is discouraged unless previous arrangements have been negotiated with the instructor and this late request must be in writing. All late assignment work will be penalized a minimum of 20% (based upon point value of that assignment.) Late assignments submitted after 1 week late of original due date will be accepted but not graded for points. Late points cannot be made up through revision.

Class attendance and participation are important and valuable to your course grade. Absences for ANY reason will result in a significant 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 interview and presentation days!

Listening behavior is important to speakers. Students are expected to be attentive. Studying, reading or visiting during presentations is inappropriate and will be noted. Students, who need to study, read or visit should do so outside this classroom. **TURN OFF ALL ELECTRONIC DEVICES INCLUDING LAP TOPS AND CELL PHONES!!!!!!**

Schedule of Class Activities, Assignments, Due Dates

<u>Date</u>	<u>Activity</u>	<u>Assignment Due</u>
8/23	Introduction / Icebreakers	
8/28	Subject Matter Assignment Discussion	<i>DUE: IEP / Portfolio Evaluation; Verify subject matter courses or CSET completion</i>
8/30	Subject Matter Competency Workgroups	
9/4	Subject Matter Competency Workgroups	
9/6	Subject Matter Competency Workgroups	
9/11	Subject Matter Competency Peer Edit	<i>DUE: Subject Matter Outlines</i>
9/13	Oral Presentation Discussion Requirements/Topics/Partners/Set Conference Schedule Review CV, Cover Letter & Philosophy	
9/18	Credential Program Presentation	<i>DUE: 2 Subject Matters</i>
9/20	No Class: Presentation Workday and Library Work	
9/25	Presentation Conferences	<i>DUE: 3 Subject Matters; Draft Presentation Plan</i>
9/27	Presentation Conferences	
10/2	Interview Discussion and Prep	<i>DUE: 3 Subject Matters; Cover Letter, CV, Philosophy</i>
10/4	Interview Discussion and Prep	
10/9	Interviews	<i>DUE: 3 Subject Matters</i>
10/11	Interviews	
10/16	Interviews	<i>DUE: 3 Subject Matters</i>
10/18	Interviews	
10/23	Interviews	
10/25	Interviews	
10/30	Interviews	<i>DUE: Revised subject matter sections due</i>
11/1	Presentation Conferences / Workday	
11/6	Presentations	<i>DUE: Annotated Bibliography and Final Presentation Plan</i>
11/8	Presentations	
11/13	Presentations	
11/15	Presentations	Portfolios DUE to LIBS Office by 12 noon. Your student copy of the Liberal Studies 3000. Portfolio Evaluation Points MUST be included in the front cover of your portfolio
11/20	NO CLASS	
11/22	NO CLASS - THANKSGIVING	
11/27	Presentations	
11/29	Presentations	
12/4	Presentations	
12/6	Presentations	Complete Evaluations and Survey
12/13	FINAL Presentations (if needed 8:30 to 10:30 am.)	

SUBJECT MATTER SECTION OF THE PORTFOLIO

The Liberal Studies major is a state-approved Subject Matter Preparation program. As such, we must meet the standards of “quality and effectiveness” put in place by the state. One of these is summative assessment. To quote the California Commission on Teacher Credentialing (2001):

“The subject matter program includes a summative assessment of the subject matter competence of each prospective multiple subject teacher during one or more program capstone experiences...The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination, and written examination.”

You should recognize various aspects of your portfolio in this description. As you compile your portfolio, think about how you can best demonstrate all of your college learning and experiences. Early in the semester, you will turn in the subject matter section of the portfolio. (It is not necessary to turn in the entire portfolio at this time.) Successful completion of the course is dependent upon proof of subject matter competency. You will provide artifacts from all subject matter courses in your portfolio. You should have already completed all necessary courses. The artifacts should demonstrate your competency on a college level. Do not include sample lesson plans for elementary school (some exceptions will be discussed in class). What to include:

- ◆ papers submitted in courses, with instructor comments/grade if possible
- ◆ documentation of projects/oral presentations
- ◆ written exams (a scantron by itself is not acceptable)
- ◆ If you do not have artifacts from a particular area or course, write a 1-2 page summary (described below).

Organizing Materials

Use the Subject Matter list completed in the first days of class to organize your materials. You must be able to fully cover each area. For example, the science requirements are physical science (chemistry and physics), earth science, biological science, and computer science. You must be able to demonstrate your competency in each of those areas. It is not necessary to have an artifact for both chemistry and physics.

Use your IEP to figure out which of your courses fit each subject area. Some courses may provide evidence for more than one subsection. For example, LIBS 3000, a WP course, included a research paper and a presentation. These could be used to demonstrate your written *and* oral communication skills.

Start gathering your artifacts. Except for Physical Education, you should avoid artifacts that focus on elementary school teaching. You probably won't be able to use artifacts for every section. You may not have had any assignments/exams that resulted in an artifact, or you may have thrown it away. In this case, you will have to demonstrate your competency through a written summary.

Don't put in every document you have. If you have three exams from one class, include one. If you're concerned that a single short assignment, such as a lab report from chemistry, isn't enough, consult the instructor. For the most part, one artifact per course is sufficient.

Section Division

Each section should be clearly marked, with a tab divider. The title page for the section (such as LANGUAGE AND LITERATURE) can be a part of the divider, or on a separate page. A reader should be able to quickly turn to any section without searching. **Within each section, place the artifacts in the order listed on the planning worksheet distributed in class.**

Subject Matter Competency Artifact Introduction

Within the section, each artifact will have an introduction (on a separate page). The introduction is in some ways more important than the artifact, because it shows that you can identify how the artifact relates to the Subject Matter requirements.

- ◆ At the top of the page, identify the specific Subject Matter requirement.
- ◆ Identify the artifact
- ◆ Write an introduction that places the artifact in context (see below).

The introduction is anywhere from a half to a full page, depending on how you structure the sentences and what details you include. This isn't a formal essay; it is not necessary to have an introduction or conclusion. If you are writing a summary, it looks like an introduction, with more detail, and thus is at least a full page long.

Cover 3 major concepts from the course, one of which may come from the artifact.

- ◆ Summarize the artifact in no more than 3 sentences.
- ◆ Discuss the other two concepts using specific vocabulary, with definitions and examples. Avoid over-use of parentheses; write complete sentences instead.
- ◆ Remember that you are putting the artifact into the context of the course it came from and the subject matter area.
- ◆ Do not use "about" or "how." In your summary as these terms aren't specific about your learning.
Vague: I learned about the Constitution.
Specific: I learned that the Constitution lays out the foundation of the three branches of our government: legislative, executive, and judicial. (followed by details of this concept)

Describe what you learned, not what you did.

- ◆ Do not include descriptions of assignments or class activities (except in computer science or art, where what you learned was a process for doing something) or how much you enjoyed the class.
- ◆ Include how you will apply and integrate the information in your future classes.
- ◆ Make sure everything you write is focused on your competency in that subject area.

Writing Summaries

The summary (1 full page) should address a specific sub-area, and probably will be connected to a specific class. Effective summaries include a concise statement of the learning goals of the class, followed by a description of your learning that includes the principles and methods of the discipline and specific vocabulary.

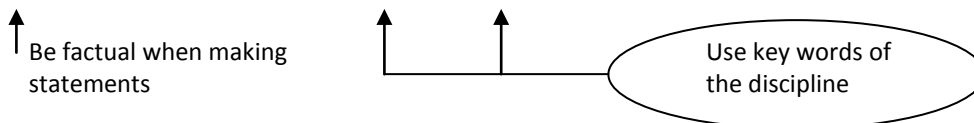
Subject Matter Competency Artifact Introduction SAMPLE

In order to facilitate subject matter competency assessment, the following documentation should be included in your portfolio for each discipline:

Subject Area: Science (Physics)

Artifact: Illustrated diagram from Physics 3200: Heat, Light and Sound

Summary: The artifact demonstrating my subject matter competence in the area of Physical Science is a diagram of a light spectrum illustrating the trajectory of a beam of light as it passes through water. This illustrates several principles of light: Light exists as a spectrum. The trajectory of light can be changed by the medium it passes through. **



Please note: This is an extremely brief sample, designed to provide an example of the type of **content I am looking for within the artifact introduction.

Tips and Hints: (from TEXT: Cliffs Test Prep CSET Multiple Subjects by Jerry Bobrow, PhD, Stephen Fisher, MA Wiley Publishing, Inc. Copyright 2010; ISBN is 9780470455463

- Be very specific and use specific examples.
- Be factual.
- Key words that are used in the field (particular discipline) will often help display your knowledge of a subject.
- Page 9 of the text has some good examples illustrated as “A Strong Response” and “A Weak Response.” Check these out and use as a reference point for beginning your summaries.

As a final note: Effective summaries include a concise restatement briefer than the original artifact. Effective summaries clearly cover four specific points when discussing or defending portfolio Subject Matter Area artifacts. **The following sample demonstrates two summaries; one which is not competent and one which is competent and integrates 4 specific points. In the artifact summary, students must include these 4 points:**

1. Demonstrate substantial understanding of principles and methods used in a specific area such as: language and literature, math and science, history and social science, etc.
2. Explain concepts, topics and problems for the subject area.
3. Communicate in formal and informal modes appropriate for the subject matter area.
4. Recognize relationships (integration) of specific subject matter and be able to integrate to other subject areas and provide specific examples of those relationships and integrations.

More Artifact Introduction Samples

Not Competent Summary Sample:

Subject Matter: Physics

Artifact: Model Rocketry handout from PHMR 1001: Principle of Physics

This course is an overview of the applications of Physics to the hobby of model rocketry through all phases: building, launching and recovering. This course examines physics principles and the history of space science. In this course we built model rockets and learned about fins and drag. We learned how to calculate the altitude of a rocket and how wind would effect where it lands. So many factors influence the flight of a model rocket and all of them are related to either physics or weather. Not only did I learn a lot in this class, but it was fun. I hope to be able to build and launch model rockets with my own students in my own classroom. The handout included as my artifact demonstrates my knowledge of model rockets.

Competent Summary Sample

Subject Matter: Physics

Artifact: Model Rocketry handout from PHMR 1001: Principle of Physics

This course is an overview of the applications of Physics to the hobby of model rocketry through all phases: building, launching and recovering. This course examines physics principles, such as Newton’s Laws of Motion (For every action there is an equal and opposite reaction) and the history of space science. In this course I built model rockets and was able to apply the concepts of fins and drag to the model rockets. Drag is the effect friction (from air in this case) has on the trajectory of an object. I am able to calculate the altitude of a rocket (altitude equals the baseline multiplied by the tangent of the angle of the rocket at apogee) and how wind would effect where it lands. The artifact submitted includes altitude calculations for several rocket launches. To build and launch model rockets with my own students in my future classrooms I will integrate other subject matter areas such as math and art. Math subject matter can be integrated by using the math calculations needed to determine the altitude. Art is also another subject matter that can be integrated. Rocket Models can be drawn (with a pencil) or physically constructed (with paper or other art medium materials) by students in the classroom. The rockets can then be displayed and/or presented to students and parents.

Note: The above example is a sample summary and NOT a written paper in lieu of an artifact. See instructions below for a description of a written paper.

If you have no such artifacts accessible to you but you completed the subject matter course, subject matter competence can be validated with a written paper (minimum of 2-3 pages) to accomplish this same purpose. Papers should provide proof that the student has researched and reviewed the conceptual foundations and values of the different disciplines. In the papers submitted for subject matter competence, students should discuss how new ideas and knowledge are created in each subject matter area. Papers should include discussion of the fundamental values of the disciplines considered and demonstrate higher level thinking skills in analysis. A list of completed coursework for each discipline must be included when submitting written proof of subject matter competence.

Oral Presentation

Having completed subject matter area courses, LIBS 4960 students are well prepared to work in pairs or small groups on a course research project integrating two or more subject matter areas. After researching and reviewing the conceptual foundations and values of two different disciplines, they discuss how new ideas and knowledge is created in each subject matter area. Students then compare and contrast the two disciplines' "ways of knowing, experiencing, and understanding" an "object, theme or phenomenon" through an activity such as writing, singing, drawing, speaking, etc. Projects must include: (1) the language of each discipline, (2) disciplines from at least two different subject matter areas, (3) demonstration of the uniqueness of each discipline, (4) more than one methodology, (5) use of effective communication skills, and (6) peer evaluations. Students select the disciplines and the theme or object that are the focus of the project. They then "present" their findings for their peers. The presentation may be verbal, nonverbal, literal or non-literal. This activity provides students the opportunities to identify and share the foundations and values of different subject matter areas and to focus on commonalities and connections in concepts, principles and applications as preparation for their own students and their own classrooms. Participating in this process ensures that these future teachers understand that learning is connected.

Students will work with a partner and the two select and integrate topic(s) appropriate for a college level audience, approved by the instructor, that includes: **integration of two each** (or more) subject matter areas, which are: (1) language, literature, (2) history and social science, (3) mathematics, (4) science, (5) visual and performing arts, (6) physical education, health, and human development. Students should **strongly** consider using this assignment and the accompanying ***vocabulary** requirement to demonstrate subject matter competence in any "minimally competent" areas. Presentations must include discussion of the fundamental values of the subject areas considered and demonstrate higher level thinking skills in analysis and integration. ***Presentations** must also include at least 10 ***vocabulary** words from your discipline(s) that appear in the CSET Prep text and used in the proper context.

No two groups may address the same topic. The presentation should have a clear purpose and professional structure; include subject matter vocabulary (terms and definitions) and visual aids integrated throughout. The audience, our class, needs to be "involved" during and throughout the presentation in creative and engaging ways. The presentation should be 30-40 minutes in length, followed by a 5 minute question and answer period. As an assessment tool, the speakers are responsible for generating questions for audience members to determine understanding and comprehension of material presented.

Speakers should plan their time wisely and carefully develop the introduction (clearly stating the thesis), body (provide a roadmap indicating support/proof of the thesis by stating the main ideas) and conclusion (offering a summation and restatement of the thesis and main points) of the presentation with the audience's interest and comprehension in mind. Presenters should strive to include supporting materials that build and sustain audience interest throughout the speech. Students should plan to invest textbook savings in materials relevant to this presentation and their future classrooms. Presentations should address topics on a college level.

Delivery of the presentations must be extemporaneous and conversational, delivered from brief speaking notes. Both presenters are responsible for strong eye contact, good vocal energy and dynamic vocal variety. Reading from a manuscript or from a power point computer screen is not acceptable and will result in a failing grade. Speakers must give an exact copy of their speaking notes, a topical outline, and an annotated bibliography of a minimum of 5 research sources and vocabulary words and definitions to the instructor before the presentation begins.

Before their presentation begins, speakers are responsible for **distributing only the topical outlines** to all class members as well as handouts containing CSET vocabulary words utilized in the presentation (a minimum of 10 vocabulary words is expected and includes 5/10/15 CSET vocabulary words from 2-3 different disciplines from each speaker). As expected in academic research these references as well as authors should be stated clearly in your presentations and documented using APA format. The course textbook and your Content Standards for California Public Schools texts are acceptable references. Speakers are also responsible for making and distributing all copies of their evaluation forms to the class, **BEFORE** their presentation begins. The instructor will collect the forms and return them to the speakers along with the instructor's evaluation form.

Participation is required to receive credit. Falsification of any materials submitted for credit will result in a failing grade for the course. Presentations are due on the date assigned. Limited class time constraints do not allow for make-up or repeat presentations.

Oral Presentation Topic Selection Form

Submit a completed copy of this form to the instructor at your individual (pair/group) conference.

Partner's Name _____ Date _____

Partner's Name _____ Partner's Name _____

Presentation Topic: _____

Integration of two or more of the following subject matter areas (1) language, literature, (2) history and social science, (3) mathematics, (4) science (specify), (5) visual and performing arts (specify), (6) physical education, health, and human development. You must not duplicate your partner's subject matter areas.

Subject area # 1 _____

Subject area # 2 _____

Subject area # 2 _____

Explanation: (How you plan to develop your topic for a college level audience)

Instructor comments:

Instructor Approval _____

Date _____

Scheduled Presentation Date: _____

Name _____

Date _____

SPEECH PREPARATION FORM

Each student should submit a copy of this form to the instructor during your individual (pair/group) conference.

Presentation topic: _____

What appeals will you use to gain your audience's attention and build interest in your topic?

What is your audience's specific knowledge of your topic? What background do they need?

What might be the audience's attitude toward your topic? What is your plan to adapt to this attitude?

How do you plan to integrate the two subject matter areas?

Your central idea (Thesis) **(Be sure that your thesis statement clearly previews the main points to be discussed in the body of the speech and that your thesis statement is written as a complete sentence):**

Main ideas for the body of the speech:

I.

II.

III.

CSET vocabulary list: _____

PEER ASSESSMENT OF PRESENTATION: LIBS 4960

Speaker: _____ Topic: _____ Date _____

<u>Content of Presentation</u>	<i>Excellent</i>		<i>Good</i>		<i>Poor</i>	Comments
	5	4	3	2	1	
Understanding and Organizing Subject Matter						
Informative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of materials/information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Purpose of the speech is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for college level audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speaker is knowledgeable about subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Organization</u>						
Planning Instruction	5	4	3	2	1	
Introduce self and topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overview of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flow/transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Topical outline useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Connection between speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Visual Aids</u>						
Planning Instruction	5	4	3	2	1	
Legible and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pertinent, reinforces point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Right amount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively used and explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Involvement of Audience</u>						
Engaging All Students in Learning/ Creating an Effective Learning Environment for All Students	5	4	3	2	1	
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Usefulness to audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Connection to point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Presentation Style</u>						
Engaging All Students in Learning	5	4	3	2	1	
Clear speaking style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional appearance/behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate language and vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Extemporaneous delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Conclusion/ Summary</u>						
Assessing Learning	5	4	3	2	1	
Summarizes content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Checks for understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses informal assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses formal assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Holds audience accountable for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What interested you the most about this presentation? (Please provide suggestions for improvements on the back of this sheet)

INSTRUCTIONS FOR PEER ASSESSMENT OF PRESENTATION: LIBS 4960

Presenters:

1. Write your name, topic, and class on the assessment form.
2. Duplicate form to have enough to provide to your audience.
3. Put a post-it note on the top right corner of each copy. Your audience will write their names on this post-it (I suggest you use smaller post-it notes. You may also cut the larger size in half, but please do so neatly).
4. Before you start your presentation, pass out the assessment forms with your vocabulary terms and definitions and presentation outline. Do not attach the assessment form to any other handout.

Audience:

1. When you receive the assessment form, write your name on the post-it note.
2. During and/or after the presentation fill out the assessment form. Put a check mark in each row to indicate your assessment of that specific element of the presentation. Decide on an overall score for each section: Content of Presentation, Organization, Visual Aids, Involvement of Audience, and Presentation Style. Also write brief answers to the two questions at the bottom. **You must do both the qualitative and narrative assessments to receive credit for your evaluation.**
3. Turn in your assessment form to the instructor. It will be returned to the presenter (without your name attached).

Please remember that your assessment will translate into an overall score for the presenter, and is thus a part of the presenter's semester grade. Be honest, but fair.

Also remember that your assessments of the presentations will be a part of your grade, so don't "opt out." Participate!

Liberal Studies Senior Survey – fall 2012

In the final 3 weeks of the semester all students in Liberal Studies 4960 are asked to take the Liberal Studies Senior Survey. You will need to access a website to take the survey. An e-mail sent from the instructor will lead you to this web page. The Liberal Studies Department will use your email response to confirm that you have completed your survey. Completing the survey is a requirement for this course. Your individual answers on the survey are confidential. The Liberal Studies Office will not receive your results individually but will receive aggregate data for the survey takers as a whole. Please take this survey at your earliest convenience this assignment must be completed to pass this LIBS 4960 course.

Individual Assessment of Team Member/ Group

To be completed by each member of the team /group and returned to the instructor
immediately following the completion of the presentation.

1. How did you work together? Describe your setting (library, e-mail, empty classroom, etc.) as well as the quality of your accomplishments and rapport.

2. How was the information presented to the class gathered?

3. Was information successfully shared between all partners for the integration portion of the research paper? Yes No
(Comments)

4. Did you practice the presentation together? Yes No
(Comments)

5. What problems did you encounter?

Additional Comments:

Oral Defense of Subject Matter Competency

Each student will interview and be interviewed for an elementary school teaching position. In the Oral Defense, students should focus on how their personal education plan has generated competency in all subject matter areas. In preparation for the Oral Defense, students should review the Content Standards for California Public Schools, the language of the CSET Cliffs Test Prep textbook; review the vocabulary, their own coursework, their portfolios, and personal development in the competency. Additionally, your Oral Evaluation Form (page 14) will benefit you in preparing for the interview. Review each "statement" carefully. Be prepared to apply personal; educational background and examples that demonstrate relevancy to each statement and to other questions asked throughout your interview. The course instructor also will contribute questions to the interview process. Students will also participate in evaluation and feedback of class interviews. After the schedule has been finalized, there may not be opportunities for make-up presentations.

Student participation in the interview process as well as evaluation and feedback will result in earning credit for up to 40 of 50 point possible (40/50 points). To enhance your interview learning experience, a student can earn 10 additional points by completing the following requirements of the oral defense: Video record your oral defense (students can purchase a recordable CD from the LIBS department for \$1.00); review your interview and, complete a short (double spaced summary).

Summary should include all of these elements:

1. Review, evaluate and then assess your oral defense interview video;
2. Summarize what you learned from your experience;
3. Would you modify or change your answers to your interview questions? Explain how;
4. What did you learn about your nonverbal behavior(s) and body language?
5. How might you modify or change your nonverbal language in future interviews?
6. How could interview questions be framed for future students in LIBS 4960?

This summary is due to the instructor the day after each individual interview. Students may keep the recorded CD for personal future reference.

Upon successful completion of interviews and summaries students will be given an Interview Evaluation Form to be submitted to the CSU, Stanislaus Credential Program. This form will be signed by the LIBS 4960 instructor and will waive the interview required for admittance to the Multiple Subjects Credential program at CSUS (only). This form will NOT suffice for the Exceptional Children and Youth credential nor does the instructor retain copies. **DO NOT LOSE THIS DOCUMENT** as the instructor does not have a copy and cannot reproduce it.

Name of candidate: _____

Date: _____

Oral Defense of Subject Matter Competency Evaluation Form

E = Excellent; G = Good; A = Average; NI = Needs Improvement

Rating

Comments / Specific Examples/Notes

_____ Demonstrates professional appearance _____

_____ Keeps distractions to a minimum _____

_____ Demonstrates confidence and preparation _____

_____ Establishes a climate of comfort and rapport _____

_____ Demonstrates active listening behaviors _____

_____ Uses appropriate language _____

_____ Relates personal growth and development to professional preparation _____

_____ Aligns personal coursework with K-8 content Standards _____

_____ Reflects on field experiences in elementary classrooms _____

_____ Explains individual skills related to elementary teaching _____

_____ Provides examples of subject matter projects completed in each area _____

_____ Demonstrates subject matter competency in all areas _____

_____ **Overall Oral Defense Evaluation**

Comments: **(must be completed by evaluator to receive peer evaluation credit)**

Liberal Studies Program Portfolio Assignment

The Liberal Studies Department requires all majors to develop personal portfolios during their subject matter preparation program. Completed portfolios are submitted in the first week of LIBS 4960: Senior Seminar summative assessment course.

The portfolio project begins in LIBS 1000, or the equivalent. Each portfolio should include representations of subject matter competency, field experiences, personal growth, individual skills, significant learning experiences, and personal goals, as they relate to specific areas in elementary education. Each portfolio should be professional in appearance and content.

The following **BOLDED** items must be included in each portfolio: [Course assignment noted.]

Title page [LIBS 1000, 2000, 2500, 3000, 3500, **4960**]

Introduction [LIBS 1000, 2000, 2500, 3000, 3500, **4960**]

Table of contents [LIBS 1000, 2000, 2500, 3000, 3500, **4960**]

Tab 1: Personal identity as a teacher (including autobiography focusing on current and potential strengths in the elementary classroom [LIBS 3000])

- Developing as a Professional Educator Philosophy [**LIBS 4960**]
- Personal Liberal Studies Individual Education Plan (IEP) (including all LIBS major and concentration courses) [LIBS 1000, 2000, 2500, 3000, 3500]
- Personal CV [**LIBS 4960**]

Tab 2: Content Standards for California Public Schools

- History and Social Science [LIBS 3000]
- Language Arts [LIBS 1000]
- Mathematics [LIBS 2000]
- Science [LIBS 2000]
- Visual and Performing Arts [LIBS 1000]

Tab 3: Subject Matter Competency, “indicators of competence” required in all of the following subject matter areas: (Students must provide a summary of learning in area with complete artifacts.) [**LIBS 4960**]

- **Language and Literature**
- **History and Social Science**
- **Mathematics**
- **Science—physical, life, and earth**
- **Visual and Performing arts—Art, Music, Theater, and Dance**
- **Physical Education, Human Development, and Health**

Tab 4: Field Experience (Review and reflection on field experiences in elementary classrooms)

- Service Learning Contract [LIBS 3000]
- Tutoring/observation logs and observation notes [LIBS 1000, 2000, 2500, 3000]
- Tutoring/observation evaluations [LIBS 1000, 2000, 2500, 3000]
- Reflections on field experiences [LIBS 1000, 2000, 2500, 3000]

Tab 5: Diversity [LIBS 3000]

Tab 6: Technology [LIBS 1000, 2000, **4960**]

Tab 7: Integrated Learning (Samples of assignments and activities that connect subject matter areas) [LIBS 1000, 4800, **4960**]

Tab 8: California Teaching Performance Expectations (TPE’s)

- Two additional topics relevant to the California Teaching Performance Expectations [LIBS 3000]