

Liberal Studies 4960: Senior Seminar (Section 3)
Fall Session 2013
Tuesdays: 6:30 p.m. – 9:10 pm. in C 203

Instructor: Lynne Taliaferro

Phone: Department Phone 667-3749; Cell (209) 534-7059

E-mail: lynnetaliaferro@gmail.com

Department Website: <http://www.csustan.edu/LiberalStudies>

Please check your csustan e-mail account on a regular basis. The Liberal Studies Department uses it to distribute valuable information to students. I will also use it, as needed, to make announcements, send reminders, and distribute class handouts.

Course Information

PREREQUISITES: Successful completion of Liberal Studies 3000, Successful completion of Subject Matter Courses or CSET exams.

COURSE DESCRIPTION: Liberal Studies 4960 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. 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 is required to pass this course.

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 Life-long Learning: The preparation programs in the College of Education strive to instill professional habits that result in life-long 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 life-long learning.

Learning Objectives:

Students will be able to...

- 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.
- Demonstrate effective oral presentation skills, including skill in creating and appropriate use of multimedia aids and appropriate language.
- Demonstrate effective interviewing skills.

Course Texts:

Cliffs Test Prep CSET Multiple Subjects by Jerry Bobrow, PhD, Stephen Fisher, MA; Wiley Publishing, Inc. Copyright 2010.

California Common Core Content Standards (online): <http://www.cde.ca.gov>

COURSE POLICIES AND REQUIREMENTS

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 result in a loss of attendance and participation points.

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. Attendance is mandatory on presentation days. Your participation and evaluation are valuable to the presenters and to the entire class. I expect you to be on time and present for the entire class.

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.*

Major Assignments

Subject Matter Competency: Teacher Performance Expectation #1 makes clear that teachers have a responsibility to make subject matter comprehensible to their students. In order to do this, teachers must, of course, have a broad understanding of the content areas they are to teach. To this end, you were required to take classes in a variety of subject matter areas. These included classes in language and literature; history and social science; mathematics; science (physical, life and earth); visual and performing arts (art, music, theater, dance); physical education, human development, and health; and technology. In this course, you will be reflecting on what you learned in those courses and demonstrating your understanding of the subject matter.

Integrated Oral Presentation Project: Having completed subject matter area courses, you are well prepared to work in small groups on a research project integrating these subjects. You will work in pairs to create a 20-25 minute presentation on a topic appropriate for a college level audience, approved by the instructor, which includes the integration of two or more subject matter areas.

Mock Interview/Oral Defense: Each student will complete a mock interview for an elementary teaching position. The interview will be conducted by a panel of students and viewed by the rest of the class. In preparation for the Oral Defense, students should review the California Common Core Standards for the grade level they will be interviewing for, their own coursework, and their personal and professional development. Students will develop a cover letter and an updated curriculum vitae/resume. Students will participate in evaluation and feedback of class interviews as well as question development. Students will be given an Interview Evaluation

Form to be submitted to the Credential Program at CSUS. This form will be signed by the LIBS 4960 instructor and will waive the interview required for admittance to the Multiple Subject Credential Program. This form will not suffice for the Exceptional Children and Youth Credential Program, or the Credential Program at any other school.

LIBS 4960 Course Grades

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

	<u>Possible Points</u>
Subject Matter Competency	140
Interview	50
Presentation/Annotated Bibliography	150
Peer Evaluations	80
Cover Letter/CV (or Resume)	30
Attendance/participation (including timely submission of assignments)	At teacher discretion, can be used to increase or decrease final grade.

Total points possible: 450

TENTATIVE SCHEDULE OF CLASS ACTIVITIES, ASSIGNMENTS, DUE DATES

8/27	Introduction/Icebreaker (Subject Matter Assignment Discussion. Review CV/Resume, Application Letter) Introduction to Subject Matter (Examples)	
9/3	Subject Matter Competency Workgroups	<i>Verify Subject Matter Courses Or CSET Completion (page 2 of letter)</i>
9/10	Subject Matter Competency Peer Edit Oral Presentation Discussion Requirements/Topics/Partners/Set Conference Schedule Presentation Workday	<i>Due: Subject matter outlines</i> <i>Due: Cover Letter, CV/Resume</i>
9/17	Presentation Conferences (half the class)	<i>Due: Draft of Presentation Plan/2 Subject Matters (from half the class)</i>
9/24	Presentation Conferences (other half the class)	<i>Due: Draft of Presentation Plan/2 Subject Matters Due (from other half of the class)</i>
10/1	Interview Discussion (including Common Core Standards) and Prep	<i>Due: 3 Subject Matters</i>
10/8	No Class	
10/15	Interviews	<i>Due: 3 Subject Matters</i>
10/22	Interviews	<i>Due: 3 Subject Matters</i>
10/29	Interviews	<i>Due: 3 Subject Matters</i>
11/5	Interviews/Workday	<i>Due: Final Presentation Plan</i>
11/12	Presentations	<i>Due: Annotated Bibliography</i>
11/19	Presentations	<i>Due: Revised Subject Matter Sections</i>

11/26	No Class	
12/3	Presentations	
12/10	Presentations	
12/17	Presentations/Wrap-Up	