LIBS 4960: Senior Seminar
Summer 2006
Mary Brace

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

Prerequisites: Successful completion of LIBS 3000, Successful completion of Subject Matter Courses

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.
Prerequisite: LIBS 3000. (3 units)

Office: C 125 C
Phones: My office: 664-6607, LIBS Office 667-3749
E-mail mbrace@csustan.edu

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 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.

**LIBS 4960 COURSE GRADES**

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

<table>
<thead>
<tr>
<th>Class Points</th>
<th>Portfolio Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Subject Matter Competency*</td>
<td>60 points possible</td>
</tr>
<tr>
<td>(Competence in all subject matter areas is required to pass this course.)</td>
<td></td>
</tr>
<tr>
<td>Project Presentation</td>
<td>150 points possible</td>
</tr>
<tr>
<td>Oral Defense of Subject Matter Competency</td>
<td>50 points possible</td>
</tr>
<tr>
<td>(Competence in all subject matter areas is required to pass this course.)</td>
<td></td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>50 points possible</td>
</tr>
<tr>
<td>Other (on time, tech, resume/letter)</td>
<td></td>
</tr>
</tbody>
</table>

350 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 original as well as revised copy in portfolio.

* 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 = 552; A- = 540; B+ = 528; B = 492; B- = 480; C+ = 468; C = 432; C- = 420;
D+ = 408; D = 372; D- = 360.

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

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. Students are responsible for signing the roll sheet within the first few minutes of class. 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.

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. Please silence all cell phones.
Name: ________________________________

**Subject Matter Competency Assignment**

Students enter Senior Seminar with a completed subject matter portfolio, including “artifacts indicative of competence” accumulated over the preceding years. Students who do not have a completed subject matter section will be instructed to drop the class and return when all subject matter courses have been completed. Students transferring from the four feeder community colleges should be on track with similar portfolios and course experiences.

One required section of your portfolio is on Subject Matter Competence. Subject Matter Competencies are submitted in the first week of Senior Seminar, during which faculty review subject matter artifacts and assess competence in each area, noting any weaknesses. That portfolio section includes the following subject matter subsections: **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 the concentration.** It is the Liberal Studies student's responsibility to gather “artifacts indicative of competence” in each of the subject areas listed above.

On this handout, list all the courses taken and the grade that you earned in those subject matter areas of competencies listed above and attach this to your Subject Matter Competency section before turning in the assignment. Subject Matter Competencies are due very early in the term.

* 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.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Courses Taken</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (1) and Literature (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (1) and Social Science (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Physical (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth (1)</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts (according to program requirements)</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Physical Education / Health (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Development (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject Matter Competency Artifact Introduction

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

- Course numbers / Titles
- Institution where completed
- Grade earned
- Summary of the knowledge gained from the course / why the chosen artifact serves as proof of competency in that subject area

************************************************************************

Subject Area: Science (Physical)

PHYS 3200  Heat, Light and Sound  CSUS  A

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 we are looking for within the artifact introduction.


- 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.”
LIBS 4960: Senior Seminar

**Oral Presentation**

Having completed subject matter area courses, LIBS 4960 students are well prepared to work in small groups on a course research project integrating two subject matter areas. After researching and reviewing the conceptual foundations and values of two different disciplines, they discuss how new ideas and knowledge are created in each subject matter area. They 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 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 evaluation.

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 select partners and the two select a topic appropriate for a college level audience, approved by the instructor, that includes: integration of two 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 research paper 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 5 vocabulary words from your discipline that appear in the CSET Prep text used in the proper context.

No two groups may address the same topic. The presentation should be 30-40 minutes in length, followed by a 5-minute question and answer period. The speakers are responsible for generating questions for audience members.

The presentation should have clear purpose and structure, a research base of at least 5 sources, and visual aids integrated throughout. The audience, our class, needs to be “involved” during the presentation in creative and engaging ways. The course textbook is an acceptable reference.

Speakers should plan their time wisely and carefully develop the introduction (indicating the thesis), body (indicating support / proof of the thesis) and conclusion (offering summation and restatement of the thesis) of the presentation with audience 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 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 is not acceptable and will result in a failing grade. Speakers must give an annotated bibliography and topical outline to the instructor prior to the presentation.

Speakers are responsible for distributing topical outlines to all class members as well as handouts containing CSET vocabulary utilized in the presentation. Speakers are also responsible for distributing
copies of their evaluation forms before their presentation begins. The instructor will collect the forms and return them to the speakers along with the instructor’s evaluation form.

After the speaking schedule has been finalized, presentations are due on the date assigned and there may not be opportunities for make-up or repeat presentations. This assignment has 150 points possible.

* 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
Oral Presentation Topic Selection Form
Submit a completed copy of this form to the instructor during your individual (pair) conference.

Name__________________________________________ Date___________________
Class Days / Time ________

Partner_________________________________________

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, (5) visual and performing arts, (6) physical education, health, and human development.

Subject area # 1____________________________________

Subject area # 2____________________________________

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

What specific CSET vocabulary will you be highlighting in your presentation?

Instructor comments:

Instructor Approval________________________________ Date___________________

Scheduled Presentation Date__________________________
Oral Presentation PREPARATION FORM
Submit a completed copy of this form to the instructor during your individual (pair) 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?

Audience’s attitude toward your topic? Your plan to adapt to this attitude?

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

Your central idea (thesis statement):

Main ideas for the body of the speech:

I.

II

.

III.

IV.

Summary (closure)

Submit a completed copy of this form to the instructor during your individual (pair) conference.
### Peer Assessment of Presentation: LIBS 4960

**Speaker:** ______________________  **Topic:** ________________  **Date:** _______________

**Content of Presentation**

<table>
<thead>
<tr>
<th>Understanding and Organizing Subject Matter</th>
<th>excellent</th>
<th>good</th>
<th>poor</th>
<th>comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>informative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarity of materials/information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose of the speech is clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate for college level audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speaker is knowledgeable about subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Organization**

**Planning Instruction**

| introduce self and topic                  |           |      |      |           |
| overview of presentation                  |           |      |      |           |
| flow/transitions                           |           |      |      |           |
| topical outline useful                     |           |      |      |           |
| connection between speakers               |           |      |      |           |

**Visual Aids**

**Planning Instruction**

| legible and clear                          |           |      |      |           |
| pertinent, reinforces point                |           |      |      |           |
| right amount                               |           |      |      |           |
| effectively used and explained             |           |      |      |           |

**Involvement of Audience**

**Engaging All Students in Learning / Creating an Effective Learning Environment for All Students**

| quality                                    |           |      |      |           |
| usefulness to audience                     |           |      |      |           |
| connection to point                        |           |      |      |           |

**Presentation Style**

**Engaging All Students in Learning**

| clear speaking style                       |           |      |      |           |
| eye contact                                |           |      |      |           |
| professional appearance/behavior          |           |      |      |           |
| appropriate language                       |           |      |      |           |
| extemporaneous delivery                    |           |      |      |           |

**Conclusion / Summation**

**Assessing Learning**

| Summarizes content                         |           |      |      |           |
| Checks for Understanding                   |           |      |      |           |
| Uses informal assessment strategies        |           |      |      |           |
| Uses formal assessment strategies          |           |      |      |           |
| Holds audience accountable for knowledge   |           |      |      |           |

What interested you the most about this presentation? (Suggestions for Improvement on the back of this sheet please.)
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 the vocabulary and 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, 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 in the following class period (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!
**Individual Assessment of Team / Group - Optional**
To be completed by each member of the team / group if they so choose

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 if necessary)

4. Did you practice the presentation together?  Yes  No  
   (comments if necessary)

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. The course instructor also will contribute questions to the interview process. In preparation for the Oral Defense, students should review the Content Standards for California Public Schools, CSET Cliffs Test Prep, their own coursework, their portfolios, and personal development in the competency. Students will also participate in mandatory 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 receiving credit for 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 tape your oral defense (student to supply a VHS tape); review your interview and, complete a short (double spaced) summary.

Summary should include these elements: Review, evaluate and then assess your oral defense interview video and summarize what you learned from your experience. Would you modify or change your answers to your interview questions? Explain how. What did you learn about your non verbal behavior(s) and body language? How might you modify or change your nonverbal in future interviews? 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 video for future reference. *

Students will be given an Interview Evaluation Form to be submitted to the 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.
LIBS 4960: Senior Seminar

Name of candidate __________________________

Date __________________________

Class Days / Time ________

**Oral Defense of Subject Matter Competency Evaluation Form**

Rating Scale: E = Excellent; G = Good; A = Average; NI = Needs Improvement

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Demonstrates professional appearance</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Keeps distractions to a minimum</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Demonstrates confidence and preparation</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Establishes a climate of comfort and rapport</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Demonstrates active listening behaviors</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Uses appropriate language</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Relates personal growth and development to professional preparation</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Aligns personal coursework with K-8 content Standards</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Reflects on field experiences in elementary classrooms</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Explains individual skills related to elementary teaching</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Provides examples of subject matter projects completed in each area</td>
<td>___________________________</td>
</tr>
<tr>
<td>_____ Demonstrates subject matter competency in all areas</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

Oral Defense Grade: (circle one) A  B  C  D

Comments:  **(must be completed by evaluator to receive credit)**
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 items must be included in each portfolio: [Course assignment noted.]

Title page [LIBS 1000, 2000, 3000, 4960]
Introduction [LIBS 1000, 2000, 3000, 4960]
Table of contents [LIBS 1000, 2000, 3000, 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 [LIBS 4960] Personal Liberal Studies Individual Education Plan (IEP) (including all LIBS major and concentration courses) [LIBS 1000, 2000, 3000]
  - Letter of application [LIBS 3000]
  - Personal Vita [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]

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, 3000]
  - Tutoring/observation evaluations [LIBS 1000, 2000, 3000]
  - Reflections on field experiences [LIBS 1000, 2000, 3000]

Tab 5: Diversity [LIBS 3000]
Tab 6: Technology [LIBS 4960]

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

Tab 8: California Teaching Performance Expectations (TPE’s)
  - Two additional topics relevant to the California Teaching Performance Expectations [LIBS 3000]

Tab 9: Summary of main ideas [LIBS 1000, 2000, 3000, 4960]
LIBS 4960 Summer Session II 2006:

July 25  Introduction to the Course
T Introduction of class members
Letter of application model(self intro)
Discussion on course requirements:
   Subject Matter Competency
   Oral Presentation
   Oral Defense of Subject Matter Competency (Interview)
   Portfolio

July 26  Work with Subject Matter Competency
W Oral Presentation Requirements
   Select partners/ possible topics
   Conference sign-ups

July 27  Subject Matter Competency Due
R Oral Defense of Subject Matter Competence (interviews) Requirements
   Review TPE’s, Content Standards
   Review questions, set groups and schedule
   Portfolio Requirements
   Conferences

August 1 Conferences
T Work with Presentation Partner

August 2 Presentation #1
W Presentation #2
Presentation #3

August 3 Presentation #4
R Presentation #5
Presentation #6
Interview Preparation – select cohort groups, questions

August 8 Presentation #7
T Presentation #8
Presentation #9
Interview Preparation

August 9 Presentation #10
W Presentation #11
Presentation #12
Interview Preparation

August 10 Interviews  Portfolios Due in LIBS Office
R

August 15 Interviews
T
August 16  Interviews
W

August 17  Interviews
R  Evaluations