

China 4 + 1 Practicum Four Seminar

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Class Date: Thursdays

Class time: 10-E1 Periods (5:10-8:10)

Classroom: 1-125 Norman Hall

Course Description

The Practicum Four Seminar is the China 4+1 internship program where graduate students are paired as co-teachers with Unified Elementary Education ProTeach undergraduate students who are completing their pre-internship requirements in elementary schools located throughout Alachua County. This seminar must be taken in conjunction with EDG 6931 (Integrated Teaching Seminar) and EDG 7941 (4+1 Practicum 4 Field Experience). The focus of this practicum experience is to promote intensive professional development and collaboration between practicing elementary school teachers and UF teacher candidates. Co-teachers will be assigned to a mentor teacher and school and will be required to fulfill a minimum of 16 hours per week in their assigned classrooms. Students will be evaluated and supervised by their course instructor, mentor teachers, and field advisors. Students in this course will also be required to complete assignments issued in EDG 6931 and EDG 7941, which will include planning lessons and post-analysis of teaching activities.

As part of the academic and language support for the students, a part of the seminar will be devoted to academic English writing with a writing instructor. The focus of this portion of the seminar will be to introduce the students to the academic writing style requirements of the College of Education.

Course Objectives

The objective of this seminar is to provide teacher candidates from China with academic support as they develop classroom management skills and strategies and enhance their teaching practices in the areas of planning, teaching and ongoing assessment in American elementary schools.

Textbook & Course Materials

There are no required textbooks for this course. Please see the syllabus for EDG 6931 and EDG 7941 for their individual textbook requirements.

Immigration Status

Once a site school has been determined for the students, the students will apply for an F-1 Curricular Practical Training (CPT) authorization from the University of Florida International Center (UFIC) in order to receive permission to complete the practicum off campus. Students will not be able to start their practicum without receiving this immigration authorization. More details about CPT for F-1 visa holders can be found at <https://internationalcenter.ufl.edu/international-students-scholars/current-international-students/employment/curricular-practical>.

Assignments

Writing: Assignments for the writing portion of the class will be based on students' needs as determined by your writing instructor. Please consult with CANVAS for any updates and assignments.

Weekly Reflections

Throughout the semester, you will be required to complete weekly reflection logs through CANVAS. In 400-500 words, you will post reports on achievements, challenges, or observations that you experienced in your classroom as a teacher candidate. Weekly reflections will be posted under the discussion link of the course's CANVAS shell.

Inquiry into Teaching Practice:

In conjunction with the UEP Practicum 4, students will be required to complete an inquiry project based on their classroom experience. More details will be provided in class and at a special session devoted to the project. Students will present their findings at the Inquiry Showcase that is held at the end of the semester.

Inquiry Showcase:

Effective teachers seek opportunities to learn and improve their practice. Practitioner research, or Inquiry, is a method by which teachers can study what they do and what their students learn to seek ways to strengthen their practice. To develop this stance critical to effective teaching, teacher candidates will apply the inquiry process throughout the semester focused on developing the classroom environment and enhancing content and pedagogical content knowledge.

1. Teacher candidates will document each step of their inquiry process throughout the semester.
2. At the conclusion of the semester, teacher candidates will participate in an inquiry showcase to share their work and their learning. Products for the inquiry showcase will include a short presentation and a handout to summarize your work.

Final Inquiry Report

At the end of the semester, you will submit a final inquiry report as a result of your semester-long teacher inquiry. More details about your final inquiry report will be provided in class.

Lesson Planning and Teaching

Each student will design and teach 2-3 lessons this semester. Lesson plans, the actual teaching of the lessons, and post-lesson reflection will be evaluated according to the guidelines provided in class.

Quality of Writing

All graduate students must demonstrate a high competence in academic writing. Ability to write will be a part of any graduate course that you are enrolled in at UF. It is strongly suggested that students become familiar with the APA writing style and learn how to proofread all writings before submission. In order to support students' academic writing ability, a writing tutor has been assigned to your cohort.

Course Evaluation

Final grades will be based on the completion and quality of the written work and the final presentation given at the end of the semester. In addition, weekly attendance to the site schools for your practicum and the weekly seminar is mandatory. All submitted assignments must be original work completed for this course.

Late Work Policy

Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval.

Letter Grades

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Lesson Planning (10%), Teaching (10%)	20%
Site Schools Practicum	20%
Reflection Journal	10%
Inquiry project	15%
Final Inquiry Report & Presentation	25%
Attendance & Participation	10%
Total	100%

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work

Letter Grade	Percentage	Performance
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

~Important Note: For more information about grading at the University of Florida, visit the academic policies and grading section of the university catalog.

Course Policies

Professionalism:

At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class; and submitting thoughtful and original work.

Seminar Participation:

In this class, there is a great deal of emphasis on interactive learning and group work. For this reason, it is imperative that you attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you arrive on time for class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let me know that you will not be attending class.

Accommodations for Students with Disabilities:

The College of Education is committed to providing reasonable accommodations to assist students in their coursework. If you require classroom accommodations because of a disability, you must first register with the Dean of Students Office (<http://dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodations.

Academic Counseling and Student Health: Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help

you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at <http://www.counseling.ufl.edu>. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

Academic Integrity:

All students registered at the University of Florida have agreed to comply with the following statement: *"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."* At the University of Florida, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Plagiarism is a form of cheating. At the University of Florida, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement or that person's contribution. Please be aware that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of your course grade and a report to university officials.

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://evaluations.ufl.edu>. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: <https://evaluations.ufl.edu/results>.

Health and Wellness: U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352.392.1575 so that a team member can reach out to the student. Website for the Counseling and Wellness Center can be found at <http://www.counseling.ufl.edu/cwc>.

Other Important Information

University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

China 4+1 Practicum 4 Seminar Tentative Course agenda (Spring, 2020)

Week	Seminar Agenda	Assignments	Lesson Teaching
Week 1 Jan 9	CLASS MEETING 1: Individual conference	Reading1: Cochran-Smith & Lytle (Before class meeting 1)	
Week 2 Jan 16	CLASS MEETING 2: Perceptions about research & Teacher Inquiry	Reflection 1 (Cochran-Smith & Lytle) due Jan 14, 11:59 pm	
Week 3 Jan 23	CLASS MEETING 3: Writing workshop (Paraphrasing, quoting, summarizing in APA)	Reading2: Nichols & Cormack (Before class meeting 3)	
Week 4 Jan 30	CLASS MEETING 4: Workshop (Creating worksheet) & Librarian workshop Wed, Jan 29 (1:00-3:00 pm) Prac 4 Seminar session: Universal Design for Learning with Dr. Maya Israel (J J Finley Elementary School Auditorium)	Reflection 2 (Nichols & Cormack) due Jan 28, 11:59 pm <i>Begin Inquiry documentation</i>	
Week 5 Feb 6	CLASS MEETING 5: Writing workshop (Building a thesis & a thesis statement) Wed, Feb 5 Prac 4 Seminar session: Inquiry session 1 with Dr. Buffy Bondy	Reading3: Dana, Thomas, & Boyton (Before class meeting 5) <i>Inquiry documentation</i>	
Week 6 Feb 13	<i>Inquiry documentation individual meeting (setting up inquiry)</i> <i>Group A individual conference: Lesson plan 1</i>	Reflection 3 (Dana et al. & My teacher inquiry) due Feb 11, 11:59 pm <i>Group A lesson plan draft due Feb 11, 11:59 pm</i> Everyone: Bring completed Inquiry documentation to individual meeting	

Week 7 Feb 20	Group B Inquiry project meeting (Literature review, select strategy/action)	<i>Group B Inquiry project lit review (Form 1) due Feb 18, 11:59 pm</i> Group A final lesson plan due Feb 18, 11:59 pm	
Week 8 Feb 27	Group B individual conference: Lesson plan 1 (Feb 24-Feb 25) Group A Inquiry project meeting (Literature review, select strategy/action) Wed, Feb 26 (1:00-3:00 pm) Prac 4 Seminar session: IEPS/504's with Dr. Jean Crockett and Ms. Kaci Ellis	Group B lesson plan draft due Feb 23, 11:59 pm <i>Group A Inquiry project lit review (Form 1) due Feb 23, 11:59 pm</i> Group A post-teaching reflection due Feb 29, 11:59 pm	Group A teaching (Feb 24-28) Group A post-teaching Zoom meeting
	NO CLASS: Spring break (Feb 29-March 7)	Group B final lesson plan due March 8, 11:59 pm Group A lesson plan draft due March 8, 11:59 pm	
Week 9 March 12	Group A individual conference: Lesson plan 2 (March 10-March 12) Wed, March 11 (1:00-3:00 pm) Prac 4 Seminar session: Inquiry session 2 with Dr. Nancy Dana	Group A final lesson plan due March 14, 11:59 pm Group B post-teaching reflection due March 14, 11:59 pm	Group B teaching (March 9-13) Group B post-teaching Zoom meeting
Week 10 March 19	CLASS MEETING 6: Data collection (Form 2) & Writing workshop (preparing inquiry report)	Reading4: Dana & Yendol-Hoppey; Inquiry example Harper/Shager (Before class meeting 6) Group A post-teaching reflection due March 21, 11:59 pm	Group A teaching (March 16-19) Group A post-teaching Zoom meeting
Week 11 March 26	Group B Inquiry project meeting (formative data analysis & inquiry report outline)	Reflection 4 (Dana & Yendol-Hoppey; Harper/Shager) due March 24, 11:59 pm <i>Group B Inquiry project formative data sets due March 24, 11:59 pm</i>	

		<p><i>Group B: Print out Form 3 and bring it to individual meeting</i></p> <p><i>**March 20-27 Alachua County Spring Holidays</i></p>	
<p>Week 12 April 2</p>	<p>Group B individual conference: Lesson plan 2</p> <p>Group A Inquiry project meeting (formative data analysis & inquiry report outline)</p>	<p>Group B lesson plan draft due March 31, 11:59 pm</p> <p>Group A Inquiry project formative data sets due March 31, 11:59 pm</p> <p>Group A: Print out Form 3 and bring it to individual meeting</p>	
<p>Week 13 April 9</p>	<p>CLASS MEETING 8: Data analysis & organizing your findings/ Writing workshop (Writing a summary of your inquiry project)</p>	<p>Group B final lesson plan due April 7, 11:59 pm</p> <p>Inquiry Showcase program descriptions due April 11, 11:59 pm</p>	
<p>Week 14 April 16</p>	<p>CLASS MEETING 9: Creating Inquiry Showcase handout & practicing inquiry showcase</p>		<p>Group B teaching (April 15-22)</p> <p>Group B post-teaching Zoom meeting</p>
<p>Week 15</p>	<p>Inquiry report individual conference (if necessary)</p> <p>Inquiry showcase (TBA)</p>	<p>Group B post-teaching reflection due April 25, 11:59 pm</p> <p>Final Inquiry Report due April 28, 11:59 pm</p>	