



Framingham
State University

Partnership in Educational Professionalism (PEP) Professional Development Course Syllabus Guidelines

The course syllabus represents a “contract” between the student and teacher; a copy of the final approved syllabus must be submitted to the DGCE office a minimum of thirty days prior to the first class meeting. The syllabus informs students about the course requirements, content, goals, and objectives of the course; instructor expectations of students (e.g., attendance, participation, etc.); and the specific criteria upon which grades will be based. The course syllabus should include the following:

Course Information – Course number and title; number of credits; meeting days, times and classroom; instructor’s name, telephone number(s) and e-mail. For example:

*Course number and title: PRDV XXXX Multifaceted Reading Strategies for At-Risk Learners
Credits: 3*

Class dates and times: Mondays, September 13- December 6 4:00-7:00 PM

(No class October 11, Columbus Day)

Location: Mill Valley High School, Room 213

Instructor: Mary Smith

msmith@millvalley.k12.ma.us

Tel: 781-237-1583

Please include the relevant statement regarding the credit hours being offered:

One Graduate Credit: *One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a one semester hour credit graduate course should expect about 45 contact hours of work in total.*

Two Graduate Credits: *One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a two semester hour credit graduate course should expect about 70 contact hours of work in total.*

Three Credit Hours: *One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a three semester hour credit graduate course should expect about 135 contact hours of work in total.*

Any class sessions that are more than 4 hours long must include a minimum lunch break of 30 minutes. Please note: break time cannot be included in the contact hours.

Any three-credit course that will be offered on five consecutive business days must include a pre-course meeting with an assignment due at the first session or a post-course meeting three or more weeks after the final class session.

Course Description – The course description, with the exception of the opening sentence, should be written in complete sentences. The first sentence should be a completion of the following statement: “This course is ____.” The description should be clear, brief, and in present tense. For example:

An examination of practical strategies for Foreign Language educators using technology to enhance instruction of the 5 C's framework (Communication, Culture, Community, Connections and Comparisons), with specific attention to listening, speaking and writing skills. The course explores innovative ideas, effective techniques, and thoughtful plans for incorporating Web-based resources, social media, and new and emerging technologies into classroom instruction with an eye toward building global awareness, collaboration skills, and critical thinking.

Course Objectives – Clearly state the learning outcomes students will gain upon successful completion of the course. These objectives need to be stated in measurable terms. Consider that each objective should complete the following statement: “At the end of the course, successful students will be able to ____.” A minimum of five objectives must be listed.

- 1. Explain the greenhouse effect, present at least three forms of evidence for climate change and tell at least three ways climate change could affect life in Massachusetts.*
- 2. name at least three ways humans contribute to climate change and the atmospheric deposition of nitrogen and list at least five actions people can do to reduce our green house gas emissions.*
- 3. differentiate between potential and kinetic energy; radiation, conduction and convection and be able to explain how heat is transferred and they will be able to list examples of how these concepts have been used in practical ways to heat buildings efficiently.*
- 4. explain how energy from the sun can be used to make electricity through photovoltaic panels.*
- 5. define how energy from the wind can be transformed into electrical energy; gauge the relationship of different*

- factors to the amount of energy produced by a wind turbine; and list factors to consider when positioning a wind turbine.*
6. *demonstrate use of the Universal Design Process.*

Syllabi also need to include clear references to the appropriate MA Curriculum Frameworks and/or the Massachusetts Technology Literacy Standards and Expectations that will be addressed. The Frameworks can be accessed online at <http://www.doe.mass.edu/frameworks/current.html> and the Technology Standards can be accessed at <http://www.doe.mass.edu/edtech/standards/itstand.pdf>. For example:

History and Geography

1. *Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)*
2. *Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization. (G)*
3. *Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)*
4. *Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)*
5. *Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)*
6. *Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)*
7. *Use the following demographic terms correctly: ethnic group, religious group, and linguistic group. (G)*

Course Expectations – **Clearly state your policy regarding attendance and absences, class participation, missed exams, assignment due dates, etc.** For example:

- a) *Attendance is mandatory. In the event of an unplanned absence, it is the responsibility of the student at the discretion of the instructor to complete all missed work.*

- b) *One grade will be deducted for any late assignments.*
- c) *Every student is expected to come to class prepared to participate in discussions and activities.*

Course Content/Outline - This area presents the hourly, daily, or weekly assignments in chronological order. It should provide reading assignments, descriptions of homework assignments, and deadlines for projects and assignments. For example:

Jan. 6: Climate Change: Global and Local

Description: After introducing terms and concepts related to climate change, we will try out activities on the greenhouse effect, using sediments to learn about climate, climate changes in the past, and how oceans move heat around the planet. We will provide teaching materials and make plans for including climate topics in your own curriculum.

Heat Transfer in the Earth System

Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.

Changes in Ecosystems over Time

Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans.

Readings

Gore, Al, Our Choice: A Plan to Solve the Climate Crisis. Rodale Books, Emmaus, PA, 2009; ISBN 159486734. Introduction Chaps. 1-3.

Course Texts and Materials - Required course text(s) with full bibliographic citation(s) and ISBN numbers. Include here all readings, web sites, podcasts, articles or videos required or suggested for the course. For example:

Duffy, M. L., & Forgan, J., Mentoring New Special Education Teachers. Corwin Press, Thousand Oaks, CA, 2004; ISBN 0761931341.

Jonson, Kathleen, Being an Effective Mentor: How to Help Beginning Teachers Succeed. Corwin Press, Thousand Oaks, CA, 2008; ISBN 1412940621.

In this section, instructors should also include information about FSU library availability for research and materials.

Course Requirements – Descriptions of papers, projects, exams, assignments, and any other requirements to successfully complete the course. For example:

Participants will plan a unit of study that applies their course experience with inquiry-based learning and teaching to their current teaching context. Individual participants must design a Unit Outline describing 8-10 activities/lessons to be implemented in their classroom and develop two of these activities into detailed lesson plans.

- *Work must follow a suggested lesson/learning experience format distributed by the instructor. Participants may work collaboratively with permission from instructor. If participants work in groups, groups should submit a Unit Outline with 12 activities and each participant must develop 2 of these activities into detailed lesson plans.*
- *Projects must be inquiry-based.*
- *Projects must be linked to national or state framework.*
- *Projects must contain an assessment tool that includes some open-ended and inquiry-based questions.*
- *Projects must be specifically adapted for participant's grade level.*
- *Projects must contain an annotated bibliography. All outside sources must be cited.*
- *Projects must include good grammatical structure and be publishable quality, including typed or computer-printed.*
- *Creativity and originality are a 'plus.'*
- *Projects are due two weeks following the final class meeting.*

Please note: There is an expectation at FSU that there be at least 1.5 hours of homework for each hour of class time. For example, a class that meets 3 hours per week should have a minimum of 4.5 hours of homework/reading due for the next class. There should also be a significant final product at the end of the course:

- 1 credit – 5-7 page paper or equivalent
- 2 credits – 8-10 page paper or equivalent
- 3 credits – 11-20 page paper or equivalent

All assignments should have a clear purpose that is directly linked to accomplishing course outcomes.

Grading Criteria –Include your criteria for assessing students’ grades. What weight will be given to each assignment, exam, paper, presentation, etc? The grading criteria should be shown in percentages. Do not include attendance as part of the grading criteria. No more than 10% should be given for participation.

For example:

Class participation:	10%
Mid-term exam:	20%
Final project	40%
Weekly homework assignments	15%
Group presentation	15%

Instructors also need to provide grading rubric(s) for assignment assessment.

Academic Honesty Policy – Please include a statement about academic honesty in your syllabus. You can refer to the academic honesty policy in the FSU Graduate Catalog, Student Conduct section, page 21 at

https://www.framingham.edu/Assets/uploads/academics/graduate-studies/_documents/graduate-student-handbook.pdf

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.”

Academic Accommodations Policy – Please include a statement about academic honesty policy. You can refer students to

<https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index>

Framingham State University Whittemore Library: Please include this statement about access to the university library:

Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to:

<http://www.framingham.edu/wlibrary>

