

# Course Syllabus

[Jump to Today](#)
 **Edit**

## EDUC 300: Professional Issues

Fall 2021

**Instructor:** Jesse Mossholder (he/him/his)

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**Office Hours:** Wednesdays 10-11 am or by appointment

Section	Day	Time	Location
EDUC 300-01	Monday	5-5:50pm	CPS 322
EDUC 300-02	Monday	6-6:50pm	CPS 322
EDUC 300-03	Thursday	5-5:50pm	Collins Classroom Ctr 213
EDUC 300-04	Thursday	6-6:50pm	Collins Classroom Ctr 228

### Catalog Description

Education 300 is a special topics course designed to provide you with professional and career development. During the course, you will receive professional development on career preparation, educational initiatives, and special topics in education. Throughout the course, you will have the opportunity to further your understanding of the InTASC Teaching Standards, professional reflection, and teaching practice. Specifically, this course seeks to develop InTASC standard 9.

# Intended Learning Outcomes

## Students will be able:

- To identify, use and sustain professional academic language teaching.
- Apply reflection and professional conduct within their teaching practice and decision-making with students.
- To demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies that support and sustain equality for all learners.

## Essential Questions:

- How does professional reflection improve student learning?
- How do we prepare professional materials for the interview process?
- How do you support the diversity of thinking in your teaching practice?
- How do you sustain your personal and professional development within the teaching profession?

This course focuses on these **InTASC Model Core Teaching Standards**:

1. Learner Development (a, b, c, d, e, h, i, j, k)
2. Learning Differences (a, c, d, f, g, h, j, k, l, m, n)
7. Planning for Instruction (a, c, d, h, i, j, k, m, n, o, p, q)
9. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, i, j, m, n, o)

## Reflective Practitioner:

It is imperative that you take the time necessary to reflect on your interactions, disposition, and pedagogy throughout each school year. To be reflective is *not* being critical of yourself but rather a necessary tool to ensure that you are providing the best service to your students and colleagues. I will provide a myriad of resources to encourage reflection and collaboration in and outside of the classroom.

## Course Requirements & Grading

### About Assignments

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending on the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. If you are emailing me, please send one assignment per email, and use the correct subject.

**Please save all emails and assignments** for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes an email from Canvas

and me. Please don't tell me, "I did that, but I deleted it."

## Dispositions & Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

## Class Climate

I'm dedicated to creating safe, inclusive classes where everyone can succeed. This course is a Safe Zone for LGBTQ+ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course or have any concerns about your ability to succeed, please let me know. We can address the issue together confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx) (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>).

## Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>). If you have a disability and want accommodation, please register with the [Disability Services and Assistive Technology Office](http://www.uwsp.edu/disability/Pages/default.aspx) (<http://www.uwsp.edu/disability/Pages/default.aspx>) and contact me. If you're unfamiliar or uneasy with this process, please contact me anyway, and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

## Attendance

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. However, life happens from time to time. If you cannot meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities \(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf\)](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, a written report from me, and contest my decision (UWSP 14.06 (1, 3)).

## Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions \(http://education.uwsp.edu/central/soe\\_dispositions\\_model.pdf\)](http://education.uwsp.edu/central/soe_dispositions_model.pdf) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

## Emergency Response

In a medical emergency, call 9-1-1 or use the Red Emergency Phone in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on the 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building calmly. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) (<http://education.uwsp.edu/381/www.uwsp.edu/rmgt/Pages/em/procedures>) for details on all emergency responses at UW-Stevens Point.

## Session times and Course requirements

	<b>Monday 5-5:50pm</b>	<b>Assignment</b>
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<b>Section 1</b>		
September 2nd	Course Requirements	Respond to Syllabus
September 9th	What I Wished I Knew Going Into The Profession	Personal Statement/Why Education Reflection
September 16th	Everyone Deserves A Champion.	Personal Statement/Why Education Paper
September 23rd	Navigating Education Amidst a Pandemic & Politics	Read Article, Reflection for next week
September 30th	Compassion Fatigue, Mindset in the Classroom	Self-Care Plan
October 7th	Self-Care In Education	
October 14th	Being Vulnerable In The Classroom, Classroom Management	Practice of Gratitude
October 21st	Adverse Childhood Experiences, The Effects of Trauma In The Classroom "ReMoved" Review	Community Outreach Project Planning
October 28th	7 Cs of Resilience Planning/Collaborating	Community Outreach Project Planning
November 4th	Presentations	
November 11th	Community Outreach	Give What You Can, Share What You Value

November 18th	Equity in Education, Addressing Marginalization In The Classroom/Implementing Celebrations In A Pluralistic Learning Environment	
December 2nd	Building WECAN, Answering Questions	Complete the Profile Information & Standard Application.
December 9th	12 Questions Review	Finalize 12 Questions, Put into WECAN profile
December 16th	Building Community, Developing a "Family of Learners" In Your Classroom	

## Assignments and Grading

Assignment	Due Date	Points
Respond to Syllabus	September 9th	1 point
Personal Statement/Why Education Reflection	September 16th	5 points
Personal Reflection/Why Education Paper (WECAN)	September 23rd	15 points
Self-Care Plan	October 7th	10 points
Community Outreach Project	November 4th	15 points

12 Questions, WECAN Profile	December 9th	24 points
Attendance	All Semester	30 points (2 pt/class)
<b>Total</b>	<b>100 points</b>	

**Grading:** 93-100 (A), 92-90 (A-), 89-88 (B+), 87-86 (B), 84-83 (B-), 82-81 (C+), 80-79 (C), 79-78 (C-), 77-76 (D+), 75-74 (D), 73-71 (D-) Below 70 will be an (F) or incomplete depending on the situation.

Late assignments are defined as those assignments that are not submitted by the closing date. Any late assignments receive a 1 point deduction for each day it is late. The deadline for all assignments for this course is December 10th. If for any reason, you fail to turn in your late work by December 10th, you will receive a failing grade or incomplete in the class. All extenuating circumstances must be discussed with the instructor. This policy is meant to provide clear expectations for work assigned in this class and help you meet the School of Education expectations and deadlines. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

### Common Core Standards and Rtl

Wisconsin has adopted the common core standards to define how and what instruction is taught at each grade level. Please refer to the link attached to find the common core standards in a curricular area.

[http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss) [\\_ \(http://standards.dpi.wi.gov/stn\\_ccss\)](http://standards.dpi.wi.gov/stn_ccss)

Wisconsin has a unique and comprehensive vision for the implementation of the framework for Rtl. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin Rtl located at the Wisconsin Rtl Center website that follows.

<http://rti.dpi.wi.gov/> [\\_ \(http://rti.dpi.wi.gov/\)](http://rti.dpi.wi.gov/) <http://www.wisconsinrticenter.org/>  
[\(http://www.wisconsinrticenter.org/\)](http://www.wisconsinrticenter.org/)

### UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. To ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information, go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

(<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>)

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

(<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>)

## American with Disabilities Act

The American Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:





<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

(<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>)






If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and contact me at the beginning of the course. I am happy to help in any way I can. Please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library) for more information. You can also find more information here:

<http://www.4.uwsp.edu/special/disability/> (<http://www.4.uwsp.edu/special/disability/>)

## Course Summary:

Date	Details	Due
Thu Sep 9, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866851">Respond to Syllabus</a> <a href="https://uws.instructure.com/courses/437003/assignments/3866851">https://uws.instructure.com/courses/437003/assignments/3866851</a>	due by 11:59pm
Thu Sep 16, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866848">Personal Reflection/Why Education Reflection</a> <a href="https://uws.instructure.com/courses/437003/assignments/3866848">https://uws.instructure.com/courses/437003/assignments/3866848</a>	due by 11:59pm
Thu Sep 23, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866847">Personal Reflection/Why Education Paper</a> <a href="https://uws.instructure.com/courses/437003/assignments/3866847">https://uws.instructure.com/courses/437003/assignments/3866847</a>	due by 11:59pm
Thu Sep 30, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866850">Read Both Articles</a> <a href="https://uws.instructure.com/courses/437003/assignments/3866850">https://uws.instructure.com/courses/437003/assignments/3866850</a>	due by 11:59pm



Date	Details	Due
Thu Oct 7, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866852">Self-Care Plan</a> ( <a href="https://uws.instructure.com/courses/437003/assignments/3866852">https://uws.instructure.com/courses/437003/assignments/3866852</a> )	due by 11:59pm
Thu Oct 21, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866849">Practice of Gratitude</a> ( <a href="https://uws.instructure.com/courses/437003/assignments/3866849">https://uws.instructure.com/courses/437003/assignments/3866849</a> )	due by 11:59pm
Thu Nov 4, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866844">Community Outreach Project</a> ( <a href="https://uws.instructure.com/courses/437003/assignments/3866844">https://uws.instructure.com/courses/437003/assignments/3866844</a> )	due by 11:59pm
Mon Nov 29, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866845">Give What You Can, Share What You Value</a> ( <a href="https://uws.instructure.com/courses/437003/assignments/3866845">https://uws.instructure.com/courses/437003/assignments/3866845</a> )	due by 11:59pm
Thu Dec 9, 2021	 <a href="https://uws.instructure.com/courses/437003/assignments/3866843">12 Questions, WECAN Profile</a> ( <a href="https://uws.instructure.com/courses/437003/assignments/3866843">https://uws.instructure.com/courses/437003/assignments/3866843</a> )	due by 11:59pm