ED 2970-003: Creative Inquiry for Moore Scholars,
Fall 2015
Tuesdays, 7-9 PM, Tillman 103

Instructor
Angela M. Rogers, Ph.D.
Office: Tillman 113
Phone: 864-656-0416
Email: angelar@clemson.edu
Office Hours: 1:30-3:00 M, T, W
And by appointment

Course Description:
The purpose of the freshman year of the Moore Scholars Creative Inquiry is to develop individuals who possess the knowledge and skills to lead, the commitment to act, and the courage and resilience to initiate change in schools and communities so that every child has the opportunity to learn. Students participating in this creative inquiry must be accepted to the Moore Scholars Program. Moore Scholars will participate in weekly, co-curricular activities designed to develop their self-awareness and leadership skills. These will include, but will not be limited to, writing a case study and presenting it to the class for discussion and analysis, participating in class debates on topics relevant to education in the 21st century in SC, collaborating with a teacher a student from Bamberg, SC as part of an online project, creating a school and community profile for their own high school and comparing it to the school and community profile for the student that they interviewed from the Clemson First Program, designing early college access experiences for students visiting Clemson’s campus from the Greenville Early College Program, and reading articles/books or viewing movies that shed light on the factors that influence the educational outcomes of poor and minority K-12 students. Following all of these activities, Moore Scholars will engage in regular writing reflections on the Moore Scholars wiki. They will analyze their writings using and look for themes that emerge using a dispositional analysis tool.

Clemson Thinks

This critical thinking course is part of Clemson University Clemson Thinks critical thinking series. Critical thinking is a valued goal in higher education as well as in the workplace. The projects in this course are designed in so that students will think critically about issues that are important to them and in the field of education and that will they consider diverse perspectives as they analyze and evaluate evidence in finding solutions to challenges presenting. Our goal is to collaborate with teachers and community members to find reasonable, sustainable solutions to complex problems.
<table>
<thead>
<tr>
<th>CT^2 Objectives</th>
<th>Demonstrated Through</th>
</tr>
</thead>
</table>
| Students will be able to explore complex challenges.                           | • Collaboration with Bamberg teacher and student in the creation of highly engaging lesson plans using limited resources  
• Writing an original case study  
• Participation in class debates  
• Designing early college access experiences for Greenville Early College Students |
| Students will be able to analyze multidimensional problems.                   | Reading articles/books or viewing movies that shed light on the factors that influence the educational outcomes of poor and minority K-12 students and applying the concepts discussed there as they:  
• Collaboration with Bamberg teacher and student in the creation of highly engaging lesson plans using limited resources  
• Writing an original case study  
• Participation in class debates  
• Designing early college access experiences for Greenville Early College Students |
| Students will be able to extrapolate from one conceptual context to others.   | Reading articles/books or viewing movies that shed light on the factors that influence the educational outcomes of poor and minority K-12 students and applying the concepts discussed there as they:  
• Collaboration with Bamberg teacher and student in the creation of highly engaging lesson plans using limited resources  
• Writing an original case study  
• Participation in class debates  
• Designing early college access experiences for Greenville Early College Students |
| Students will be able to synthesize alternative solutions to multidimensional challenges. | • Collaboration with Bamberg teacher and student in the creation of highly engaging lesson plans using limited resources  
• Writing an original case study  
• Participation in class debates  
• Designing early college access experiences for Greenville Early College Students |
| Students will be able to communicate complex ideas effectively.               | • Writing an original case study                                                                                                                                                                                       |
Clemson Thinks Assessments

In order to measure growth in critical thinking, such as synthesis, analysis, evaluation, application, and critical analysis, the California Critical Thinking Skills Test (CCTST) will be given as a pre-test at the beginning of the semester and will be given again on the last day of class. This measure will be used, along with course products, to determine growth in critical thinking for participating sophomores.

Required Texts will be provided through participation in the Moore Scholars program.

Student Learning Outcomes (What you are expected to learn and produce in this creative inquiry):

1. Students will examine and evaluate their progress toward becoming agents of change. **Product:** Weekly wiki posts reflecting on course readings, Updated Teaching Vision
2. Students will write a case student that facilitates a discussion in which classmates examine the factors that shed light on the factors that influence the educational outcomes of poor and minority K-12 students. **Product:** Case Study
3. Students will analyze communication from the director of Greenville’s Early College Program and design a college experience for the sixth, seventh, and eighth students who will visit campus. Then, students will analyze the success of the visit, based on observational data gathered during the visit. **Product:** You will present your findings to the class during a short presentation after we complete both the 6th grade and 7th/8th grade college visits.
4. Students will analyze communication from teachers and students of a Bamberg, SC and collaborate with them during the planning of lessons for a project they are doing this semester. **Products:** Lesson plans, online communication with students.
5. Students will be able to explore complex challenges facing students and teachers in education in the 21st century and debate solutions available to them. **Product:** In-class debate
6. Students will assess the progress of the student(s) they are mentoring from Cohort C and make formative evaluations about that student during the semester in preparation for the mentee to be fully inducted into the Moore Scholars Program in April. **Product:** Mentee Checklist

Assignments and Grading:

This is a contract-grading course. This means that you will decide if you want to make an A, B, or C in the class. You select the contract to which you would like to adhere this semester, print it, sign it, and bring it to class with you on September 2, 2014. The grading contracts are attached to this syllabus.

Your major assignments are as follows:

1. Designing/planning/participating in 2 Greenville Early College Visits
2. Designing/planning lessons for Bamberg Project and collaboration with students
3. Case Study
4. Weekly Wiki Posts
5. Mentoring a Student(s) from Cohort C
6. Debate Leader Week
7. Teaching Vision Updates (2)

Moore Points

Moore Points are awarded to you any time you volunteer to further the mission of our program. You might attend an event, assist with a project, or work with children in some way. Moore Points will not be awarded for events that are related to some other organization with which you are already involved. (For example, if your sorority is already requiring you to work with a group of children anyway, it is not fair for you to get Moore Points for that activity.) Moore Points are only awarded when you display that you are becoming a true agent of change.

Attendance:

As a Moore Scholar, you are expected to attend all meetings. You also agree to attend a certain number of classes as part of your grading contract. (See grading contracts, attached to syllabus.) Should an emergency prevent you from attending, please contact Dr. Rogers as soon as possible. You are encouraged to use the Notification of Absence module in MyCLE (http://mycle.clemson.edu) to inform me of either an anticipated or an unanticipated absence. If you are going to miss more classes than the number of absences specified in your grading contract, you may use some of your Moore Points to buy back an absence.

Eugene T. Moore School of Education Mission Statement

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

School of Education Commitment to Diversity

The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. http://www.clemson.edu/hehd/departments/education/diversity-plan/index.html
LiveText Requirement

The Eugene T. Moore School of Education is required to collect candidate performance data on education students throughout the program for CAEP accreditation and other professional association national recognition. LiveText, a web based assessment data management tool. For this purpose, it will be necessary for all education majors to make a one-time purchase of an online LiveText account through the Clemson University bookstore. The cost is $98 and is required for all education majors (non-education majors are not required to purchase). You only need to buy a LiveText account once during your degree program. Please follow the online registration instructions and register with your Clemson ID number.

The Live Text Help Center provides clear and concise information on how to submit an assignment in LiveText and how to view graded assignments. On the School of Education website, information on LiveText and how to upload assignments is available as well.
http://www.clemson.edu/hehd/departments/education/resources/livetext.html

For more information about this requirement, please contact Michalann Evatt (mevtt@clemson.edu, 864-656-3482).

Technology Competencies

For this course, you will need to be proficient in the following: Microsoft Office, Web browsers, Blackboard. We will be using other technologies in preparation for our multimedia summer camp, but instructional workshops will be provided in January and February. It is your responsibility to attend these workshops and become proficient in these new technologies.

Instructional Strategies Employed

Lecture, Discussion, Collaborative Group Projects

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, that person must make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. The reporting person may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In
cases of plagiarism (I.B.2.) instructors may use, as an option, the Plagiarism Resolution Form available from the Office of Undergraduate Studies.

Instructors suspecting a violation of the academic integrity policy should not assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies.

Instructors should include a class policy on submission of work that has been turned in for credit for a previous course.

Please call 656-3022 with any questions about academic integrity.

**Posting of Grades:** "The United States Family Educational Rights and Privacy Act (FERPA) prohibits the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student social security number. It also is understood to include placing of graded material in a public place where students go through the material to find their own graded work."

**Disability Access Statement from the Office of Student Disability Services:** “It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. "Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/asc."

The Director of Student Health Services reminds students that it is not responsible behavior to expose classmates to infectious diseases.

**Copyright Statement:** "Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information: http://www.lib.clemson.edu/copyright/ "
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug 19</td>
<td>Introduction to new semester; Review Core Values; Assess one another’s progress – checklist, review Cohort A’s Progress; California Critical Thinking Skills Test (CCTST)</td>
<td>Update teaching vision</td>
</tr>
<tr>
<td>3. Sept 1</td>
<td>Rebekah will lead discussion (one hour). Discuss Case Study Assignment.</td>
<td>Reflect on Rebekah’s discussion. Chapters 3-4 in Ravitch. Debate leader – Jake; wiki post.</td>
</tr>
<tr>
<td>4. Sept. 8</td>
<td>Jake will lead discussion (one hour). Planning of GEC visit.</td>
<td>Chapters 5-6 in Ravitch – Debate leader – Hailea; wiki post</td>
</tr>
<tr>
<td>5. Sept 15</td>
<td>Hailea will lead discussion. <strong>Scheduling of field trips to low country.</strong></td>
<td>Chapters 7-8 in Ravitch. Jordanne – Debate leader. Wiki post</td>
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<tr>
<td>6. Sept 22</td>
<td>Jordanne leads discussion</td>
<td>Preparing for GEC Visit</td>
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<tr>
<td>7. Sept 29</td>
<td>Preparing for GEC visit</td>
<td></td>
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<tr>
<td>8. Oct 6</td>
<td><strong>GEC VISIT ONE</strong></td>
<td>Modify teaching vision</td>
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<tr>
<td>9. Oct 13</td>
<td>Video</td>
<td>Wiki post; for class when you return, read The Casual Vancancy, Part One</td>
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<td>10. Oct 20</td>
<td>Spring Break</td>
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<td>11. Oct 27</td>
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<tr>
<td>13. Nov 10</td>
<td><strong>GEC VISIT TWO</strong></td>
<td>Update teaching vision. In next class, Kayla will lead discussion on Ravitch, chapters 9-10.</td>
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<tr>
<td>16. Dec 1</td>
<td>Reagan leads discussion. Preparing for summer immersion experience/field trips; Recommending Cohort B for full induction.</td>
<td>Wiki for Maddie’s discussion.</td>
</tr>
<tr>
<td>17. Dec 8</td>
<td>California Critical Thinking Skills Test (CCTST); Preparing for summer immersion experience/field trips</td>
<td>Update teaching vision.</td>
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Grading Contract

Criteria for Receiving an A

1. Designing/planning/participating in 2 Greenville Early College Visits: Completes all assigned aspects of this project as scheduled, engaging with other Moore Scholars, GEC teachers, GEC students in a manner that represents the ideals of the Moore Scholars Program.
2. Case study: Completes all assigned aspects of this project as scheduled in a manner that represents the ideals of the Moore Scholars Program.
3. Weekly Wiki Posts. Creates a profile that meets at least a three out of four on all criteria in the Livetext rubric for this assignment.
4. Mentoring a Student(s) from Cohort C: Assists mentees in understanding the core values of the program, in setting high expectations, in managing the demands of the freshman year, in developing a good system for time management, in setting priorities regarding academic and social obligations on campus. (Good leaders are skilled at creating other leaders. As a good mentor, you will work to help your mentee become next year’s mentor.)
5. Debate leader Week from Readings: Completes all assigned aspects of this project on time and in a manner that reflects the ideals of the Moore Scholars Program. Is well-prepared, provides thought-provoking discussion questions and examples, and is ready to keep the discussion stimulated if it lags.
6. Teaching Vision Updates (4): Thoroughly responds to all aspects of the writing prompts regarding teaching vision.
7. Attendance – Misses no more than one class. (one absence – 10 Moore Points)
8. Due dates – Turns in no more than one assignment late. (one day extension – 10 Moore Points.
9. Participation – Participates in all Moore Scholars activities, face-to-face and online.
10. Wiki Posts – Complete all wiki reflections on time. Write substantive, thoughtful, original posts that show you are applying what you are learning in the class.
11. Attitude – Display a positive attitude in class and toward fellow Moore Scholars.
12. Livetext – Turn in all work to Livetext when required.
13. Completing both California Critical Thinking Skills Tests

Criteria for Receiving a B

1. Designing/planning/participating in 2 Greenville Early College Visits: Completes almost all assigned aspects of this project as scheduled, engaging with other Moore Scholars, GEC teachers, GEC students in a manner that represents the ideals of the Moore Scholars Program.
2. Case study: Completes almost all assigned aspects of this project as scheduled in a manner that represents the ideals of the Moore Scholars Program.
3. Weekly Wiki Posts. Complete all wiki reflections on time. Write substantive, thoughtful, original posts that show you are applying what you are learning in the class.
4. Mentoring a Student(s) from Cohort C: Assists mentees in understanding the core values of the program, in setting high expectations, in managing the demands of the freshman year, in developing a good system for time management, in setting priorities regarding academic and social obligations on campus. (Good leaders are skilled at creating other leaders. As a good mentor, you will work to help your mentee become next year’s mentor.)

5. Debate leader Week from Readings: Completes all assigned aspects of this project on time and in a manner that reflects the ideals of the Moore Scholars Program. Is well-prepared, provides thought-provoking discussion questions and examples, and is ready to keep the discussion stimulated if it lags.

6. Teaching Vision Updates (4): Thoroughly responds to all aspects of the writing prompts regarding teaching vision.

7. Attendance – Misses no more than two classes. (one absence – 10 Moore Points)

8. Due dates – Turns in no more than one assignment late. (one day extension – 10 Moore Points)

9. Participation – Participates in all Moore Scholars activities, face-to-face and online.

10. Wiki Posts – Completes all wiki reflections on time. Write substantive, thoughtful, original posts that show you are applying what you are learning in the class.

11. Attitude – Displays a positive attitude in class and toward fellow Moore Scholars.

12. Livetext – Turns in all work to Livetext when required.


14. Completing both California Critical Thinking Skills Tests

Criteria for Receiving a C

1. Designing/planning/participating in 2 Greenville Early College Visits: Completes some portion of assigned aspects of this project as scheduled, engaging with other Moore Scholars, GEC teachers, GEC students in a manner that represents the ideals of the Moore Scholars Program.

2. Case study: Completes some portion of assigned aspects of this project as scheduled in a manner that represents the ideals of the Moore Scholars Program.

3. Weekly Wiki Posts. Complete all wiki reflections, though they may not always be on time. Write substantive, thoughtful, original posts that show you are applying what you are learning in the class.

4. Mentoring a Student(s) from Cohort C: Assists mentees in understanding the core values of the program, in setting high expectations, in managing the demands of the freshman year, in developing a good system for time management, in setting priorities regarding academic and social obligations on campus. (Good leaders are skilled at creating other leaders. As a good mentor, you will work to help your mentee become next year’s mentor.)

5. Debate leader Week from Readings: Completes all assigned aspects of this project on time and in a manner that reflects the ideals of the Moore Scholars Program. Is well-prepared, provides
thought-provoking discussion questions and examples, and is ready to keep the discussion stimulated if it lags.

6. Teaching Vision Updates (2): Thoroughly responds to all aspects of the writing prompts regarding teaching vision.

7. Attendance – Miss no more than two classes. (one absence – 10 Moore Points)

8. Completing both California Critical Thinking Skills Tests

9. Due dates – Turn in no more than one assignment late. (one day extension – 10 Moore Points)
   ■ Other items are not consistently completed.

Name: ______________________________________________________

Date: ______________________________________________________

Grade I would like to make in this class: ________________________

By signing this form, I indicate that I have read the syllabus for ED 2970 and understand the requirements for this class.

Signature: ___________________________________________________

______________________________________________________________