



SCE 4936
Senior Seminar in Science Education
85788 001
Fall 2026

Instructor Name

Maggie Wilson

University Course Description

A supportive, co-requisite course delivered online to examine pedagogies and instruction as well as professionalism as they unfold in the practice of teaching during internship.

Course Requisites

Prerequisite(s):

Corequisite(s):
SCE 4940

Course Format

Synchronous Online, Off-campus
Except final class in Tampa

Your attendance and participation at each synchronous class meeting via Microsoft Teams is expected and required approximately every other Friday from 8:30 a.m. – 10:30 a.m. Class meetings will consist of Seminar course material and Professional Development

material approximately every third Friday during the semester, with additional Open Teams meetings. Additional Fridays may be reserved to directly support the Internship Course through meetings with your University Supervisor (US) or Mentor Teacher (MT), or to engage in planning or assignment completion. No absences are allowed.

In this class, software may be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented.

Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

Student Learning Outcomes

The state of Florida requires all entry-level educators to master the knowledge, skills, and dispositions of accomplished practices (APs).

- The Unit Plan and Reflection on the Impact on Student Learning Outcomes assignments are used to measure mastery of the above listed standards associated with each critical task. These assignments must be uploaded onto Canvas to demonstrate mastery of the Florida Educator Accomplished Practices (FEAPs).
- A grade of 3, 4 or 5 must be received for each indicator of the Critical Task in order to count as showing mastery.
- The paper must be submitted to Canvas by the assigned due date in order for the instructor to grade the work. Failure to submit by the assigned date, unless otherwise arranged, will result in an “F” in the course.

Course Objectives

By the end of this course, TCs will be able to:	Assignments and learning activities used to assess this Course Learning Outcome:
...examine the relationship between coursework and practice in content-specific classrooms and reflect on the theory-to-practice divide	• Synchronous Class Sessions • Unit Plan Critical Reflection (Component 4)
...write lesson plans that include modifications for Language Enriched Pupils (LEP) students at various levels, in a content-specific classroom.	• Semester Scope and Sequence • Unit Plan Scope and Sequence and Co-planned Lessons (Component 1) • One-On-One Unit Plan Check-In
...develop, implement, and analyze an instructional unit of study, including strategies for LEP and ESE students, and measure their own impact on student learning.	• Scope and Sequence • Unit Plan Co-planned Lessons (Component 1) • Unit Plan Activities Research and Justification (Component 2) • Unit Plan Critical Reflection and Impact on Student Learning Outcomes Final Reflection (Component 4) • One-On-One Unit Plan Check In • Inquiry Showcase
...prepare for employment in the teaching profession.	• Synchronous Class Sessions • Resume & Cover Letter • Inquiry Showcase
...participate in professional development.	• Synchronous Class Sessions • Impact on Student Learning Outcomes Final Reflection (Component 4) • Semester Scope and Sequence • Unit Plan Scope and Sequence and Co-planned Lessons (Component 1) • Unit Plan Activities Research and Justification (Component 2) • One-On-One Unit Plan Check In • Inquiry Showcase
...demonstrate professionalism in a school setting at all times.	• Internship • Synchronous Class Sessions • Letter to Families • One-On-One Unit Plan Check In

Required Texts and/or Readings and Course Materials

There is no text required for this course. It is strongly suggested you completely read and understand the Secondary Final Internship Handbook and any teacher handbooks associated with your school and/or district. However, you may be required to print material for this course, and the cost of printing is yours to incur. Some readings, such as articles and websites, may be required and may appear on Canvas as assigned.

How to Succeed in this Course

In order to succeed in this course, you must attend and participate in all live class sessions on the days they are assigned. Attendance at these sessions is mandatory. Pay close attention to the assignment matrix and keep up with assignments. Tasks in the Internship course and Seminar are carefully sequenced and scaffolded to build on each other; staying on top of and current with assignments is key to your success. You will not want to fall behind due to the combined rigor of these two courses.

I am here to assist you as you complete this course. We have a lot of work to do, and the course is not easy, but you can depend on my assistance and support as you move through the requirements. I am committed to helping you succeed. Keep a copy of all assignments. In the unlikely event that an assignment is lost in the ethersphere, the burden of proof that you completed the assignment rests with you.

Grading Scale

A+ = 97-100% A = 94 – 96.9% A- = 90 – 93.9%

B+ = 87-89.9% B = 84 – 86.9% B- = 80 – 83.9%

C+ = 77-79.9% C = 74 – 76.9% C- = 70 – 73.9%

D+ = 67-69.9% D = 64 – 66.9% D- = 60 – 63.9% F = 0 – 59.9%

Grade Categories and Weights

Assessments and Point Values

Assessment	Point Value
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Assessment	Point Value
<u>Professional</u> Disposition and Attendance • 20 points attendance at and participation in 5 synchronous classes • Professionalism in communication and timely assignment submission • One-on-One Check In • Critical Task Indicators Discussed/ GEA/ Exam	190
Learner Introductions Discussion	10
Letter of Introduction to Parents	50
Semester Scope and Sequence	50
Community to Case Student Context	100
Resume and Cover Letter	100
ISLA Component 1: Unit Plan Scope and Sequence and Co-planned Lesson Plans with Accommodations	100
ISLA Component 2: Unit Plan Activities Research and Justification	100
ISLA Component 3: Unit Plan Data Presentation and Analysis	100
ISLA Component 4: Unit Plan Impact on Student Learning Outcomes	100
Final Reflection	
Practitioner Research Conference: Slideshow	50
Practitioner Research Conference: Presentation	50

Grading in this course is based on points. It is possible to earn 1000 points, and the number of points earned determines the grade.

Instructor Feedback Policy & Grade Dissemination

Feedback is provided within the submitted document, in a rubric, and in the comments section of the assignment. I typically take a week for grades to be submitted, depending on the complexity of the assignment. Components of the Unit Plan may take longer to grade, up to two weeks. Students should plan accordingly to be able to teach the Unit after receiving feedback and time to make adjustments. You can access your scores at any time using Grades in Canvas.

Major Topics and Course Schedule

- **Cycle 1: 8/10 - 9/18**
 - Orientation: 8/10
 - Begin Internship: 8/11

- Seminar Class 1: Alt Calendar - 8/21; Trad Calendar - 8/29
 - Seminar Class 2: 9/04
 - TCP: 9/04
 - Student Work Day: 9/18
 - GEA Part 1: 9/18
 - All Cycle 1 Documentation: 9/25
- **Cycle 2: 9/28 - 10/16**
 - Seminar Class 3: 10/09
 - GEA Part 2: 10/09
 - Seminar Class 4: 10/16
 - UP Component 1: 10/16
 - All Cycle 2 Documentation: 10/23
- **Cycle 3: 10/26 - 11/13**
 - Student Work Day: 10/30
 - UP Component 2: 10/30
 - UP Component 3: 11/06
 - Seminar Class 5: 11/13
 - UP Component 4: 11/20
 - All Cycle 3 Documentation: 11/20
- End of Internship: 11/20
- End of Seminar: Alt Calendar - 11/20; Trad Calendar - 12/04
- Domain C: 11/27
- ESOL/RE: 11/27
- Course Evals: 12/04

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy:

Due to the nature of the class being online, the importance of full participation and timeliness of assignments completed to quality cannot be overstated. The success of this class, in large part, is a function of the participation of all students; therefore, when anyone does not fully participate and/or quality work is not submitted in a timely fashion, the learning experience diminishes for everyone. Successful completion of this course is dependent on full participation, high quality work, and timeliness of assignments. Therefore, all assignments will be completed to quality and turned in on time.

- If you have a pre-arranged scheduled conflict, arrangements must be made to turn in your assignment(s) in advance.
- If an assignment cannot be completed to quality by the due date, arrangements must be made in advance regarding a modified due date (instructor has sole authority regarding this matter).
 - Unless pre-approved, assignments submitted after the due date will not be eligible for a grade exceeding a B+.
- Assignments submitted, but not completed to quality, will be returned and revised to quality but will not be eligible for a grade exceeding a B+.
- For assignments turned in late, 50% of the assigned value will be deducted immediately. After 5 days, acceptance of a late assignment without advance

arrangement is up to instructor discretion.

- As the course is associated with a field-based course that requires utmost attention to professionalism, late assignments are rarely accepted.
- No assignments will be accepted after the last day of class unless otherwise stated by the instructor.

Please note: Late assignments also impact your Professional Disposition grade.

Extra Credit Policy:

Depending on your needs or the needs of the students you and your peers serve, extra credit may be provided, and up to 10 points total can be applied directly to a low score for a submitted assignment.

Rewrite Policy:

A single resubmission of any other assignment not tied to the Critical Task is allowed and should address the feedback provided. Increased points will be added.

Any student who fails to earn a 3-5 in their initial submission of a Critical Task will either:

- Be assigned, at the discretion of the instructor, an “F” grade in the course.
- Be allowed, at the discretion of the instructor, and based on an assessment of disposition at that time, prior work, and the quality of the submission, to resubmit a passing, revised artifact within a week of notification of their grade.
 - In order to qualify for a resubmission, the student must engage with the feedback provided within the document through Comments explaining how the resubmission will be corrected to address the areas for required for revision.
 - The resubmission may be completed only for the purpose of meeting the minimum 3 score and will not affect the course grade; the original grade on the assignment will be the score used to compute the final grade for the course, pending discretion of the instructor.
 - A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one letter grade deduction from the final grade (at minimum).

Potential Collection of Assignments for Research:

The assignments in this course provide rich data about the thinking and experiences of Teacher Candidates. As such, your responses to assignments may be collected for

research purposes. You will be notified in advance of such research possibility and will be asked for your consent before your data is collected or used.

Assignment Retention Policy:

Assignments will be retained in Canvas until they expire on the platform.

Final Examinations Policy:

All final exams are to be scheduled in accordance with the University's final examination policy.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period. Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ at <https://www.usf.edu/innovative-education/digital-learning/learn-new-tool/proctorio-student-faq.aspx>.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)