
EDG - 4438 - Computer Science Early Field Experiences**3 Credits****COURSE SYLLABUS**

Semester: Fall 2026

Course Type: 100% Full Distance Learning

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I. Welcome!

Welcome to EDG 4438: Computer Science Early Field Experiences. This course provides your first structured opportunity to experience and observe computer science instruction in K–12 classrooms. You will explore authentic teaching environments, observe CS pedagogy in action, assist teachers with classroom activities, and begin applying foundational instructional skills.

This course is designed to help you transition from learning about teaching to practicing the building blocks of becoming a computer science educator. Through guided field hours, reflective assignments, supervised activities, and structured mentoring, you will grow your understanding of classroom management, lesson facilitation, student engagement, and equitable CS teaching practices.

By the end of the semester, you will have documented 45 hours of field-based experience and demonstrated beginning competencies aligned with the Florida Educator Accomplished Practices (FEAPs) and state expectations for preservice CS teachers.

II. University Course Description

This course introduces preservice teachers to early field experiences in computer science education. Students complete supervised school-based hours in approved K–12 settings, engaging in observation, assisting, tutoring, small-group facilitation, and introductory instructional responsibilities. Emphasis is placed on understanding CS education standards, equity-based classroom practices, learner differences, and foundational pedagogical strategies in computing.

III. Course Prerequisites

None

IV. Course Purpose

The purpose of this early field experience is to allow preservice CS teachers to develop foundational instructional skills through guided practice. Students will observe experienced CS educators, learn classroom routines, analyze effective lessons, and begin assisting with

instructional tasks. This course prepares students for their final internship (EDG 4439) by building the practical, reflective, and professional habits needed for successful teaching.

V. Course Format

This is a 14-week hybrid course:

- Week 1: Online orientation & expectations
- Weeks 2–13: Field placement (4 hours/week) + online reflection modules
- Week 14: Final reflection, portfolio submission, and closing session

VI. Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate understanding of core classroom routines, instructional models, and management strategies used in K–12 CS settings.
- Apply foundational teaching tasks including monitoring student work, assisting individuals or small groups, and supporting lesson activities.
- Analyze and reflect on effective CS instruction through structured observation aligned with FEAPs.
- Demonstrate professional behavior, communication, and collaboration in school settings.
- Reflect on equity-centered and inclusive CS teaching practices.
- Document required field hours and evidence of competency development.

VII. Course Objectives

Students will:

- Observe certified teachers delivering CS instruction and complete structured observation assignments.
- Participate in supervised classroom activities (attendance routines, assisting lessons, monitoring student work).
- Support instructional activities such as tutoring, small group facilitation, or technology preparation.
- Analyze the teacher's instructional decisions related to engagement, pacing, questioning, and differentiation.
- Reflect on their own growth as emerging CS educators through weekly journals.
- Demonstrate understanding of ethical, professional, and legal responsibilities in K–12 settings.

VIII. Required Texts and/or Readings and Course Materials

- No required textbook
- Access to Canvas, school placement technology requirements, and transportation to field schools
- Professional attire compliant with placement school's expectations.

IX. Supplementary (Optional) Texts and Materials

NA

X. How to Succeed in this Course

To succeed:

- Attend all scheduled field hours consistently and punctually
- Maintain professional communication and conduct
- Submit weekly reflections on time
- Engage actively with your mentor teacher
- Ask questions, observe deeply, and seek feedback
- Track your field hours weekly and keep all forms updated.

XI. Academic Continuity

Course activities can continue online should school closures occur. Alternative virtual observation materials will be provided if field placements are disrupted.

XII. Communication

Primary communication for this course will be through Canvas messaging and announcements. For urgent matters, you may contact your instructor with the email provided on top. Your instructor typically responds to messages within 24 hours during weekdays and 48 hours on weekends. Virtual office hours are available by appointment through Microsoft Teams. Professional communication etiquette is expected in all interactions - please include your name and course number in email subjects.

XIII. Grading Scale

Grading Scale (%)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

XIV. Grade Categories and Weights

The final grade is directly tied to the mastery of each sub-competency. Each assignment will be graded using a specialized rubric designed to assess mastery of its corresponding sub-competency.

Assignment	Weight
Field Hours Completion (45 documented hours)	30%
Weekly Reflection Journals (Weeks 2–13)	25%
Two Structured Observation Analyses (FEAP-aligned)	20%
Midpoint Mentor Teacher Evaluation	10%
Final Field Experience Portfolio (logs, reflections, artifacts)	15%
Total	100%

XV. Instructor Feedback Policy & Grade Dissemination

Weekly assignments are due Sundays at 11:59 PM. Feedback is provided within 7 days. Field hours must be logged weekly; late logs are not accepted without documented justification.

XVI. Course Schedule.

Week	Topics & Subitems	Assessment / Assignment (All Verified by Cooperating Teacher + University Supervisor)
Week 1 (Online)	• Course orientation• Review field-placement expectations• Overview of FEAPs & Introduction to TWS Model (7 sections)	Orientation Quiz + Placement Agreement
Week 2	Observation Block Begins • Observe classroom environment, routines, student characteristics• Collect contextual data for TWS Section 1	TWS Section 1 – Contextual Factors (Draft) Observations Verified
Week 3	• Continue formal observations• Focus: instructional design, instructional delivery• Confirm observation forms with cooperating teacher	TWS Section 1 – Contextual Factors (Final)
Week 4	Learning Goals Development • Identify state CS standards• Write 2–3 significant & challenging lesson goals• Verify appropriateness for class setting	TWS Section 2 – Learning Goals
Week 5	Assessment Plan Creation • Develop pretest, formative checks, posttest• Set performance criteria• Review technical soundness with CT	TWS Section 3 – Assessment Plan (including Pre/Post Tests)
Week 6	Design for Instruction – Part 1 • Create lesson sequence• Plan activities, modeling, guided practice• Integrate CS tools (Scratch, Java pseudocode, etc.)	TWS Section 4 – Design for Instruction (Part A)
Week 7	Design for Instruction – Part 2 • Finalize full lesson plan• Confirm materials, technology, differentiation• University supervisor reviews draft	TWS Section 4 – Design for Instruction (Part B: Final Lesson Plan)
Week 8	Teach the Lesson (Instruction Day 1) • Administer pretest• Implement instruction (segment 1)• Collect formative data	Teaching Verification Form + Pretest Data Upload
Week 9	Teach the Lesson (Instruction Day 2) • Continue instruction• Continue formative checks• Cooperating teacher confirms fidelity of implementation	Formative Assessment Log
Week 10	Posttest Administration + Begin Data Analysis • Administer posttest• Score assessments• Begin data charts (whole class + subgroups)	TWS Section 6 – Analysis of Student Learning (Draft Charts)
Week 11	Instructional Decision-Making • Analyze student learning to determine what adjustments were (or should have been) made• Document decisions with evidence	TWS Section 5 – Instructional Decision-Making
Week 12	Finalize Data Analysis • Complete graphs, tables, interpretation• Identify evidence of impact on	TWS Section 6 – Analysis of Student Learning (Final)

	student learning• Cooperating teacher verifies accuracy	
Week 13	Reflection & Self-Evaluation • Reflect on outcomes, instructional decisions, assessment• Identify implications for future practice and professional development	TWS Section 7 – Reflection & Self-Evaluation Final Mentor Evaluation Submitted
Week 14 (Online)	• Final synthesis session• Upload completed Mini Teacher Work Sample• Submit digital portfolio	Final TWS Portfolio Submission

* Note: The Schedule is subject to revision

XVII. General Education Statement (undergraduate only – Required if a Gen Ed course)

NA

XVIII. Integration of This Course into Your Academic Experience (Gen Ed courses only)

NA

XIX. Global Citizens Project (only required if a GCP course; must be verbatim)

NA

XX. 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: usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx

XXI. Course Policies: Grades

Late Work Policy: Offer specifics about your policy on late work.

Each module provides a full 7-day window for completion, and no late submissions will be accepted after the weekly deadline. To ensure success in this course, it is strongly recommended to begin each module on Monday rather than waiting until the weekend. Starting early allows time to troubleshoot technical issues, engage meaningfully in discussions, and seek clarification if needed. Students who consistently complete work early in the module week typically perform better and experience less stress than those who leave work until the last minute.

Medical Excuses:

If illness prevents coursework completion, students must immediately notify the instructor and submit medical documentation. While this is an online course with no physical attendance requirements, prompt communication regarding any medical issues impacting your ability to complete coursework is essential for arranging accommodations.

Grades of "Incomplete":

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the

grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Attendance Policy:

For this online course, regular participation is measured through timely completion of weekly modules and engagement with course materials. Students are expected to log in to the course per week to review content, participate in discussions, and complete assignments.

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.

Final Examinations Policy:

No exam, non-applicable

XXII. Course Policies: Technology and Media (include sections as applicable to your course)

Canvas:

This course is fully delivered through Canvas Learning Management System. Students must log in regularly to access course materials, assignments, and announcements. Weekly modules open Monday 12:00 AM and close Sunday 11:59 PM EST. All course communication, submission of assignments, and grade distribution will be conducted through Canvas. For technical support, contact USF IT at (813) 974-1222 or help@usf.edu.

XXIII. Course Policies: Student Expectations

Health and Wellness: Example statement supporting student health and wellbeing.

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: It is recommended you include the paragraph below verbatim.

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Generative AI: With advancements in AI, tools like GPT-4 can generate human-like text, raising potential issues related to academic integrity and the authenticity of student work. Hence, it's essential to establish clear policies that are communicated to students from the outset of a course. CITL has developed some recommendations that you may consider using in your syllabus here: [CITL Generative AI Syllabus Course Policy Recommendations](#)

Course Hero / Chegg Policy: Offer specifics about your policy on contract cheating, paper mills, or the use of websites that enable cheating.

Example: 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:

All course interactions must maintain professional etiquette. Students will communicate respectfully in discussion boards, emails, and group work. Written communications must be clear, appropriate, and maintain a professional tone. Disruptive behavior in online interactions may affect your final grade. For group activities, timely responses and meaningful contributions are required.

Netiquette Guidelines

Professional communication is essential in our online learning environment. When participating in course activities, maintain the same respect and courtesy as in face-to-face interactions. Consider diverse perspectives and remember that written communication lacks verbal cues. Keep messages clear, focused, and constructive. Always proofread for clarity, avoiding all caps and informal language. Complete thoughts on one topic before introducing new ones. Avoid sarcasm and humor that could be misinterpreted. Following these guidelines in Canvas will create a positive learning environment.

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.

XXIV. 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 and Sarasota-Manatee campuses.](#)

[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

Include information where students can find technical support.

Example: 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.

[IT website for the Tampa campus.](#)

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

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

Example: 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

Example: 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.](#)

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

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

Example: 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.](#)

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

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

Example: 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.](#)

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

[Writing studio website for the Sarasota-Manatee campus.](#)

XXV.Important Dates to Remember

All dates, assignments, and course content are tentative and subject to change at the instructor's discretion. Note: While modules follow a weekly schedule, changes will be announced through Canvas at least one week in advance

For official USF academic deadlines and holidays, refer to the Academic Calendar at
<http://www.usf.edu/registrar/calendars/>