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**EDG - 4439 – Computer Science Final Field Experience****12 Credits****COURSE SYLLABUS**

Semester: Fall 2026  
Course Type: 100% Full Distance Learning  
Instructor: Dr. Zafer Unal  
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**I. Welcome!**

This course provides a culminating experience in K–12 computer science education, enabling teacher candidates to plan, implement, and assess an entire CS unit in a classroom setting. Students will design a unit that includes multiple lessons, aligned assessments, and a comprehensive Teacher Work Sample (TWS) following the Renaissance Model. This course emphasizes instructional decision-making, evidence-based assessment, student learning analysis, and professional reflection. All components of the TWS require verification by a cooperating teacher (CT) and university supervisor (US).

**II. University Course Description**

This capstone internship allows preservice teachers to implement a complete computer science unit in K-12 classrooms. Students design multi-lesson units with aligned assessments and complete a comprehensive Teacher Work Sample following the Renaissance Model. The course emphasizes instructional decision-making, evidence-based assessment, student learning data analysis, and professional reflection.

**III. Course Prerequisites**

NA

**IV. Course Purpose**

The purpose of this course is to provide teacher candidates with a capstone field experience where they apply knowledge from prior coursework to teach a complete CS unit. Candidates will demonstrate mastery of instructional design, assessment, and classroom management while applying FEAPs and CS pedagogy standards.

**V. Course Format**

This course is a field-based internship with both online and in-class components. Students spend most hours in the classroom implementing lessons, conducting assessments, and analyzing learning outcomes. Weekly online modules provide guidance, resources, and reflections to support the TWS process.

## **VI. Student Learning Outcomes**

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

Students will demonstrate the ability to: design and implement a multi-lesson CS unit aligned with state standards and FEAPs; develop significant, challenging, and measurable learning goals for all lessons in the unit; create and administer pre-assessments, formative assessments, and post-assessments for the unit; analyze student learning data to make informed instructional decisions; reflect critically on instructional effectiveness and student learning outcomes; demonstrate professional teaching behaviors, including collaboration with cooperating teachers and university supervisors, classroom management, and equitable instructional practices.

## **VII. Course Objectives**

Students will

- apply knowledge of computational thinking, programming, and CS pedagogy to a complete unit;
- construct lesson plans, instructional materials, and assessments aligned with unit goals;
- administer pre/post assessments and formative checks, analyzing student learning trends;
- adjust instruction based on real-time student performance and feedback;
- complete a full Teacher Work Sample with all sections verified by cooperating teacher and university supervisor;
- reflect on teaching practices and professional growth through written narratives and portfolios.

## **VIII. Required Texts and/or Readings and Course Materials**

- TWS Template & Rubrics (provided via Canvas)
- CS tools and platforms (Scratch, Python, Java, or district-approved platforms)
- Computer with internet access and ability to run CS software
- 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:

- Begin unit planning early and consult frequently with CT and US.
- Document all lesson plans, assessments, and reflections thoroughly.
- Actively engage with feedback and adjust instruction based on evidence of student learning.
- Maintain a professional presence in the classroom and online discussions.

## **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 / Component	Weight
TWS Section 1 – Contextual Factors	5%
TWS Section 2 – Learning Goals	10%
TWS Section 3 – Assessment Plan (Pre/Post + Formative)	15%
TWS Section 4 – Design for Instruction (Unit & Lessons)	20%
TWS Section 5 – Instructional Decision-Making	15%
TWS Section 6 – Analysis of Student Learning	20%
TWS Section 7 – Reflection & Self-Evaluation	10%
Professionalism / Participation	5%
<b>Total</b>	<b>100%</b>

- Late Work: All TWS components must be submitted on time; extensions require prior approval.
- Attendance / Field Hours: Minimum of 6 hours/week in classroom; log hours in Canvas.
- Professionalism: Maintain collaborative and professional interactions with CTs, students, and peers.
- Academic Integrity: USF policies apply. Any plagiarism or dishonesty may result in failure.

### 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
<b>Week 1 (Online)</b>	Course orientation, TWS review, field placement check	Orientation Quiz + Placement Agreement
<b>Week 2</b>	Observation Block (Contextual Factors)• Classroom routines, student characteristics, instructional strategies	<b>TWS Section 1 – Contextual Factors (Draft)</b>

<b>Week 3</b>	Observation Block (Instructional Delivery)• Complete observations, discuss with CT	<b>TWS Section 1 – Contextual Factors (Final)</b>
<b>Week 4</b>	Unit Learning Goals Development• Identify state CS standards, align objectives	<b>TWS Section 2 – Learning Goals</b>
<b>Week 5</b>	Assessment Plan Development• Pretest, formative checks, posttest design	<b>TWS Section 3 – Assessment Plan</b>
<b>Week 6</b>	Unit & Lesson Design – Part 1• Lesson sequence, activities, materials	<b>TWS Section 4 – Design for Instruction (Draft)</b>
<b>Week 7</b>	Unit & Lesson Design – Part 2• Technology integration, differentiation, final lesson plan review	<b>TWS Section 4 – Design for Instruction (Final)</b>
<b>Week 8</b>	Teach Lesson 1 / Pretest Administered	<b>Teaching Verification Form, Pretest Data</b>
<b>Week 9</b>	Teach Lesson 2 / Formative Assessment	Formative Assessment Log
<b>Week 10</b>	Teach Lesson 3 / Collect Posttest Data	Posttest Data Submission
<b>Week 11</b>	Data Analysis – Part 1• Student performance charts, subgroup analysis	<b>TWS Section 6 – Analysis of Student Learning (Draft)</b>
<b>Week 12</b>	Data Analysis – Part 2• Final graphs, evidence of impact	<b>TWS Section 6 – Analysis of Student Learning (Final)</b>
<b>Week 13</b>	Instructional Decision-Making & Reflection	<b>TWS Sections 5 &amp; 7CT + US Verification</b>
<b>Week 14 (Online)</b>	Final Portfolio Submission & Reflection Session	<b>Complete TWS Portfolio Submitted</b>

\* 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](https://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](mailto: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](http://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](mailto: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](mailto: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.](mailto: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.](mailto: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/>