Syllabus: EDUC 439 (Biology, Chemistry, & Physics)
Methods of Teaching Secondary Science

Instructor: Dr. L. M. Barden-Gabbei
Office: 374 Waggoner Hall
Phone: (309) 298-1546/1679
e-mail: LM-BARDEN@WIU.EDU
Fax: (309) 298-2270

Important Web Links: Science Teaching Center, Department of Biological Sciences, Science Learning Center

Science Learning Center Site:

Class: Section 001: Tuesday & Thursday 3-4:50 in WG 374 & 377 as announced (3 sem hrs)
Pre/Corequisites: Completion of the following with a “C” or better: EIS 301, Biol/Geol 181 or Geog/Phys 182;
Concurrent Enrollment in EIS 303 or 592
Office Hours: Tuesday 1-2pm; Wednesday 9:00-11:00am; Thursday 1-2pm; and by appointment

STATE ACCREDITATION POLICY INFORMATION:

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

TPEP Vision and Mission Statements

TPEP vision statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

TPEP mission statement: “The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

The logo above is a summary of what you are expected to become as a professional and embodies the Vision, Mission, Values, and Conceptual Framework upon which the Teacher Education Program is designed.

For more information about the Mission, Vision, Values, and Conceptual Framework for the Teacher Education Program and the Expectations of our Candidates, see the following web sites:

http://www.wiu.edu/coehs/tpep/ (Teacher and Professional Education Program)
http://www.wiu.edu/coehs/cpep/ (Center for the Preparation of Educational Professionals)

1 The complete syllabus can be found on the WesternOnline site for this course.
DISPOSITIONS for the Teacher Certification Program

“The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University’s Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation’s schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional.

Candidates are evaluated on the following dispositions at three points in their program, EIS 202 or 301, methods course [Biol 481], and student teaching. The assessment is completed by faculty and/or mentor teachers on WEPPAS.” The WIU Teacher Education Program Dispositions include the following categories:

- Collaboration
- Honesty and Integrity
- Respect
- Commitment to Learning
- Emotional Maturity
- Responsibility
- Fairness
- Belief that All Students Can Learn

For more information about the WIU Teacher Education Program Dispositions, please see the following web site: http://www.wiu.edu/coehs/cpep/tep/dispositions.php

CATALOG DESCRIPTION and COURSE OVERVIEW

Study of secondary teaching methods (Grades 6–12) from the standpoints of theory and practice, curriculum objectives and standard implementation, materials, and evaluation and assessment. Included are demonstrations, discussions, lectures, classroom participation, and field observations. Through this course you will be required to participate in 10 hours of field experience as well as participate in our Annual Biology Day (TBA) and the Annual Chemistry and Physics Demonstration Show. You are also strongly encouraged to attend professional development activities such as conferences and seminars. Prerequisites: BIOL/GEOL 181 or GEOG/PHYS 182, BIOL 281, and EIS 301 (all with C grade or better). Corequisite: EIS 303.

COURSE GOALS

This course gives candidates majoring in Biology, Chemistry, or Physics (Teacher Licensure options) an opportunity to learn contemporary methods of teaching science in middle, junior high, and high schools. Emphasis will be placed on exploring appropriate models which reflect the nature, method, and content of science; the characteristics of students; and the nature of the instructional setting. The subject matter of science will serve as the vehicle to illustrate and develop an understanding of instruction and curriculum.

The major course goal is to provide the preservice science teacher with appropriate experiences for initial growth as a professional science educator.

As the result of the course, the candidate will gain experiences in:
1. designing instruction for teaching the content and processes of science in a way that accounts for the nature of science and the nature of the learner;
2. utilizing specific teaching methods that encourage inquiry, discussion, laboratory activities, and knowledge construction;
3. modifying instruction to meet the needs of various student populations (e.g. physically handicapped, learning disabled, gifted and talented, English language learners, low-ability readers, etc.);
4. addressing issues related to learning to read, write, and communicate in the content area;
5. developing alternatives for assessing student achievement; and
6. designing instruction that meets State and National Guidelines for safety in the science classroom and labroom.

### STATE and NATIONAL STANDARDS

This course is designed to help you achieve at least in part several State and National Standards as listed below. Each assignment is carefully constructed to help you demonstrate your achievement of one or more standards.

#### NCATE Assessments with Corresponding NSTA SPA Science Teacher Preparation Standards


<table>
<thead>
<tr>
<th>NCATE/NSTA Assessment</th>
<th>NSTA SPA Standards</th>
<th>Assessment Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 3: Ability to Plan</td>
<td>2012 NSTA Standards 1, 2, 3, 4</td>
<td>Instructional Planning: edTPA Task 1</td>
</tr>
<tr>
<td>Assessment 6: Professional Development</td>
<td>2012 NSTA Standard 6</td>
<td>Professional Development: Conferences, Seminars, 10 hour field experience</td>
</tr>
</tbody>
</table>

#### Illinois Professional Teaching Standards: 2010 Version

[http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf](http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf)

<table>
<thead>
<tr>
<th>ISBE- the 9 New IPTS Standards</th>
<th>Assessment Names</th>
</tr>
</thead>
</table>
| Standard 1: Teaching Diverse Learners | Concept Interview  
Instructional Planning – edTPA Task 1  
Expert Critique |
| Standard 2: Content Area and Pedagogical Knowledge | Concept Interview  
Expert Critique  
Instructional Planning – edTPA Task 1 |
| Standard 3: Planning for Differentiated Instruction | Concept Interview  
Field Experience  
Instructional Planning – edTPA Task 1 |
| Standard 4: Learning Environment | Concept Interview  
Expert Critique  
Field Experience  
Instructional Planning – edTPA Task 1 |
| Standard 5: Instructional Delivery | Concept Interview  
Expert Critique  
Field Experience  
Instructional Planning – edTPA Task 1 |
| Standard 6: Reading, Writing, and Oral Communication | Concept Interview  
Unit Plan – edTPA Task 1 |
| Standard 7: Assessment | Concept Interview  
Expert Critique  
Instructional Planning – edTPA Task 1 |
| Standard 8: Collaborative Relationships | Instructional Planning – edTPA Task 1  
Expert Critique  
Contextual Factors |
| Standard 9: Professional, Leadership, and Advocacy | Instructional Planning – edTPA Task 1  
Expert Critique  
Contextual Factors |
TEXTBOOKS

Required Books:


Optional Books:


[All books above except for the Kidder book will be used in multiple courses including student teaching. These are part of your professional library. If you are choosing to rent your textbooks, you will need to rent them again. I would recommend you purchase some of these books so that you can write your notes in them and have them for when you start your career.]
UNIVERSITY AND DEPARTMENT POLICY INFORMATION:

Below are several websites that address various University and Department Policies. You are responsible for being familiar with the information (including required forms, definitions, and time lines) contained therein. You should access these web sites and carefully read the information they contain, your instructors will hold you responsible for knowing this information. If you have questions about any of the information contained in the web sites, ask your instructor:

Student Rights and Responsibilities:  http://www.wiu.edu/provost/students/
Academic Integrity Policy:  http://www.wiu.edu/policies/acintegrity.php
Final Exam Policy:  http://www.wiu.edu/policies/finexam.php
Final Exam Schedule:  http://www.wiu.edu/registrar/exams.php
Grade Appeals Policy:  http://www.wiu.edu/policies/gradeapp.php

PROFESSIONAL EXPECTATIONS and COURSE POLICIES (Dispositions)

This is a professional course and as such you will be expected to exemplify the TPEP Dispositions: Collaboration, Honesty/Integrity, Respect, Commitment to Learning, Emotional Maturity, Responsibility, Fairness, and Belief That All Students Can Learn (for more information, see http://www.wiu.edu/coehs/cpep/tep/dispositions.php). You are formally evaluated regarding these dispositions three times in your program, during EIS 202 or 301, Biol 481, and STCH 480. Your exhibition of these dispositions may impact grades on projects and assignments as well as your professional development grade.

Attendance/Conduct: Since this is a professional course, you are expected to be present, on time, and prepared for each class session as you would expect to be for your own classroom. In order for this class to be productive for all, everyone is expected to participate and be respectful of others and their ideas. Class attendance will be recorded. Just as you would expect to lose salary or benefits for excessive tardies or absences by a school district, you can expect to lose credit for excessive absences or tardies in this class. (Please note: The final exam day has a unique absence policy as described below.)

- **Tardies:** Any candidate who has three tardies can expect their final grade in the course grade to drop by 5 points; any candidate who has four tardies can expect their professional development grade to drop by 10 points; any candidate who has five or more tardies will receive an “F” in the course.
- **Unexcused Absences:** Any candidate who has two unexcused absences will have their final average drop by 10 points (i.e. one letter grade). Any candidate who has three or more unexcused absences will receive an “F” in the course.
- **Total Absences:** Candidates who have an excessive number of absences (i.e. have five or more absences total) will receive a grade of “F” in the course.

Excused absences include those due to a personal illness, family emergency (e.g. death of an immediate family member – parent, sibling, child, grandparent), illness of a dependent, participation in a wedding as part of the wedding party (bride, groom, groomsmen, bridesmaid, etc), presenting at a professional teaching/science conference. Absences resulting from family vacations, oversleeping, working on projects, etc., routine medical check-ups, advising or similar appointments, etc., are considered unexcused. If you know you must be absent in advance, and are unsure whether it will be considered excused or unexcused, please ask Dr. Barden-Gabbie. In order for an absence to be considered excused, documentation must be provided. If you are absent, it is your responsibility to find out what you missed including any assignments you missed. See assignments policy.

Final Exam Scheduled: The final exam for this course is scheduled for **Thursday Dec. 17 from 3-5pm.** You are expected to be present and on time for the final exam. We will use that time for several course-related
issues. Failure to be present for the final exam date/time will result in the loss of one letter grade from your course grade in addition to any penalties from absences as noted above. Professionally missing the final exam is akin to being absent the day before a holiday – in many school districts you not only lose your pay but you also have to pay the substitute. If you are ill, you will need to contact me ASAP and provide medical documentation from a physician.

Critical Assignment/Deadline Issues: Much of the work for this class builds from one assignment to the next, therefore, failure to submit work by the deadline could jeopardize this process and prevent you from successfully completing all requirements prior to the end of the semester. Therefore, you are expected to submit all assignments in final form on the specified due dates. Furthermore, all work completed during this semester must meet minimum standards required of the program. Failure to meet the minimum standards could result in implementation of a remediation plan to assist you in meeting the standards prior to student teaching.

All work is to be typed and is to follow the accepted rules of English grammar and style (use the APA manual for your guide). Any extended prose should be double-spaced (e.g. student interview reports), and the font should be no smaller than that used here (typically 11 to 12 point but that does vary by font type). The final product should be able to be read without modification and should be submitted via WesternOnline unless otherwise noted. Most assignments are projects and will require you to appropriately budget your time. Waiting to begin projects until a week or two before they are due will generally result in poorer quality work and possibly incomplete work. Daily assignments and homework assignments and all assignments not otherwise designated must be submitted on the assigned due dates or will result in a grade of zero. If you are absent, it is your responsibility to find out not only what you missed but what homework assignments, if any, have been assigned and then to submit them on time. You should check WesternOnline in case items are due the next class period. The late policy for the following larger assignments (Mini-Unit Plans, Safety Plan, Community Resource Plan with Contextual Factors) will be as follows: the grade will be reduced by 10 points for each day late – or fraction thereof – for a maximum of five days; any of the assignments listed above that are more than five days late will receive a grade of zero. Assignment guidelines will be available via the course WesternOnline site found at http://westernonline.wiu.edu All assignments will be due no later than 8AM on the specified due date via WesternOnline unless otherwise noted. Assignment guidelines will be available via the course WesternOnline site found at http://westernonline.wiu.edu Please note: you are always welcome to submit assignments early.

Academic Honesty: Remember, any work you sign your name to will be considered your original work unless you specify otherwise. Failure to properly cite a source that you used to assist you in completing your work (including lesson plans) is considered a form of plagiarism, including failure to cite your textbook, a web site, a personal communication, etc.

Academic Dishonesty: The faculty of the Department of Biological Sciences ascribes to a definition of plagiarism as expressed by V. E. McMillan in Writing Papers in the Biological Sciences (Bedford/St. Martin’s Press, New York, pg. 16).

“Plagiarism is the theft of someone else’s words, work, or ideas. It includes such acts as (1) turning in a friend’s paper and saying it is yours; (2) using another data or ideas without acknowledgement; (3) copying an author’s exact words and putting them in your paper without quotation marks; and (4) using wording that is very similar to that of the original source but passing it off as entirely your own even while acknowledging the source.”

This includes information in textbooks, lab manuals, honors and masters theses, web sites, all writing assignments, and images. The faculty of the Department attempt to monitor candidate writing assignments (essay exams, papers, laboratory reports, and other writing assignments and exercises) for incidence of plagiarism.
If plagiarism or any other form of academic dishonesty (e.g., using someone else’s lessons, cheating, copying information from any source including a web site without giving credit, etc.) is found, the faculty will discuss the situation with the candidate and indicate to the candidate the penalty for this academic dishonesty. Potential penalties include those cited in the academic dishonesty section of the WIU web page for Student Rights and Responsibilities: http://www.wiu.edu/policies/acintegrity.php

Please note: This policy is particularly at issue with your lessons and lesson plans. Be sure to provide complete citations for all resources (books, journal articles, lab manuals, web sites, personal communiqués, etc.) you use in completing the projects for this course. If you plan to give a handout that you have copied from elsewhere, you should have the source cited in a footnote on that handout. If you use part of a handout you found from elsewhere and develop part on your own, then be sure to include the footnote that the worksheet was partially adapted from – then give the reference. You should have a complete bibliography of all sources used throughout the assignment at the end of the assignment.

STUDENTS WITH DISABILITIES

“In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.”

COURSE ACTIVITIES AND EVALUATION

Below are general descriptions of course requirements. More detailed explanations of most assignments will be provided through the semester.

1. Professional Development/Daily Work/Quizzes/Homework
   To gain the most out of this course, active involvement in class discussion and activities is necessary. Prior to most lessons you will be required to complete one or more assignments (some of which will be graded, others not graded but just noted as submitted) including, but not limited to: reading and writing assignments, writing lesson objectives and lesson plans, completing on-line diagnostic quizzes or assignments, etc. Furthermore, during many lessons, you will be expected to participate in a variety of activities, including but not limited to: preparing and/or presenting microteaching lessons, demonstration, effective learning strategy; submitting lesson plans; etc. Throughout the semester you will also be completing several assignments either on line or in class which will be graded. Quizzes may include a variety of types of items including multiple choice, true/false, matching, short answer, and essay while tests will generally be essay in format. The quizzes and tests will cover reading assignments and class discussions. Topics will vary by quiz. The number of graded quizzes and homework assignments will be determined by how well prepared you are for class discussions. Please note: if you are absent it is your responsibility to find out if you have a daily assignment and when it is due. Included in the professional development grade will be a participation grade for the course. You are expected to contribute to the class discussion each class period in a productive and supportive manner. This grade will be based in part upon your active participation in the course, completion of out of class assignments, and meeting the dispositions as set forth by the University Teacher Education Committee. If you are unfamiliar with the dispositions, please see the following web site: http://www.wiu.edu/coehs/cpep/tep/dispositions.php (10% of grade)

2. Conceptual Development Paper and Student Interviews
   Conduct a literature review regarding alternative conceptions in a topic assigned to you. Develop a concept interview for that topic given what you learned in the literature review. Then, interview four peers (your teaching partner for next term plus three other peers) to gain insight into their level of conceptual development for that topic. This project will NOT be done as partners but two people will be assigned the same general content area. I would highly recommend you do not focus on the same
components of the topic. The interview will be addressing the topic that you will address in your edTPA Task 1 this semester and your full edTPA next term. [Planning Note: interview preparation should be completed in approximately 1 week; data collection, depending upon schedules, should be completed in approximately 1 week; and data analysis and write-up using formal journal style should be completed in approximately 1-1.5 weeks.] WesternOnline (15% of grade)

3. Safety Plan and Lesson Plans
One of the key tasks you will be doing this semester is learning to prepare quality lessons. Each of the projects you will be completing this semester will help you ultimately to learn to develop quality lessons for your students and work toward completing an edTPA in Biol 481 and ultimately student teaching. To that end, you will develop several lesson plans in which you consider the context of the lessons, safety issues – some lessons must address animal safety and others chemical safety, and the concepts. You will also design a safety plan to assist you in ensuring your lessons address the various issues. You will be provided a scenario that gives a background of the students and the facilities. You will also be provided a set of resources that will help you build a plan to address safety. (20% of grade)

4. Context for Learning with Community Resource Issues Paper (connected with 303)
During this semester we will be discussing contextual factors and the role of the community in science teaching and learning. One of your responsibilities as a teacher is to learn as much as you can about the community, school, and your students as possible and then apply that knowledge to your lesson preparation. To that end, you will be addressing these issues this semester for your EIS 303 block course. For this assignment you will be completing the Context for Learning form included in Task 1 of the edTPA and responding to some additional questions that will help you consider the following: (a) stakeholders, (b) cultural norms and biases that might impact your teaching, (c) students’ outside interests in science related activities, and (d) issues in the community that are science related. Then you will complete a theoretically grounded summary in which you describe the kinds of lessons that would be most appropriate for the group of students. (10% of grade)

5. Expert Teacher Critique
Each candidate will complete at least two critiques of expert teachers as they interact with their students. These lessons will be videotaped lessons so you will have multiple opportunities to review the teaching as you complete the analysis. (15% of grade)

6. edTPA Task 1 (All Components – Context for Learning, Lesson Plans, & Planning Commentary)
Through this semester, you will be responsible for developing completing Task 1 of the edTPA for a unit you will be teaching in Biol 481 next semester. Within these plans, you will be expected to incorporate technology, demonstrate the ability to identify proper safety issues, identify or develop several demonstrations and lab activities, incorporate lessons befitting the NGSS and the IPTS, demonstrate an understanding of student learning and student differences, demonstrate an understanding of the themes of science (see NGSS Framework). Please note: Failure to clearly demonstrate that you can implement the NSES and IPTS or failure to demonstrate clear connections among the standards, objectives, lesson activities, and assessments within the units will result in a nonpassing grade on the assignment and likely the entire course. It may also result in the development of a remediation plan and postponement of your student teaching. [Remember, I can only assess what you include in the plans, I cannot assess what you were thinking while you were designing your plan.] (25% of grade)

7. Field Experience
Each candidate must complete 10 hours of field experience at the middle school (grades 6-8) or high school (grades 9-12) level during the semester and complete a log regarding those experiences. That field experience should be in nontraditional settings wherever possible. Experiences might include participating in outdoor field trips (e.g. at Horn Field Campus); attending evening activities that are
part of class assignments or school club activities (e.g. attending a star gazing gathering of an astronomy class); supervising a group of students on a trip to a museum (e.g. at the St. Louis Science Museum), planning and executing a school visit to WIU, assisting teachers with evening field trips for the physics/chemistry show, etc. You may also receive credit for participating in parent/teacher conferences or an IEP. You will also be required to attend the Biology Day event and the Chemistry and Physics shows held each Fall semester, the date for this year’s events are not yet determined. Regardless, this field experience should not be simply sitting in the back of a classroom observing a teacher in a regular classroom setting. You need to be actively involved in some way with the students or during the field trip. The number of hours of credit you may receive for each type of event varies and will be provided in the more detailed guidelines. Those guidelines will include sign-off sheet that the mentor/supervisor is to sign verifying your participation. You will also be required to provide a write-up for each experience you complete as part of this assignment. (5% of grade.) The original verification form is to submitted in paper format and the log via WesternOnline. **Note:** Failure to complete the full 10 hours of field experience and corresponding log will result in an automatic “F” in the course.

### Grade Distribution for Undergraduates ( +/- system) and Graduates (without +/- system)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Points Earned (Range) Undergraduate Candidates</th>
<th>Percentage of Points Earned (Range) Graduate Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0-100</td>
<td>90.0-100</td>
</tr>
<tr>
<td>A-</td>
<td>89.0-89.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88.0-88.99</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80.0-87.99</td>
<td>80.0-89.99</td>
</tr>
<tr>
<td>B-</td>
<td>79.0-79.99</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78.0-78.99</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>71.0-77.99</td>
<td>71.0-79.99</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-70.99</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69.0-69.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>61.0-68.99</td>
<td>60.50-70.99</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-60.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
<td>60.49 and below</td>
</tr>
</tbody>
</table>

**Please note:** Many of the assignments you will be completing this semester are tied to Program and Unit Assessments. Failure to demonstrate that you have met the required standards may result in the development of a remediation plan. The remediation plan may require that you take additional course work in order to be cleared to student teach. This could happen even if you achieve a score of “C” or higher in the course. Though the grade is important to meet State and Unit requirements, the achievement of the Standards is the key issue and must be demonstrated in order to progress in the program. The standards are clearly identified with each assignment and rubric.
Assignment Grade Values*
(due dates subject to change based)

Nota Bene: For all assignments, you MUST demonstrate an accurate understanding of and ability to implement the National Science Education Standards, the Illinois Learning Standards, the Illinois Professional Teaching Standards, the ISBE General Science Core Standards, the ISBE standards for your Content Designation, the Literacy Standards for All Illinois Teachers, and the Technology Standards for All Illinois Teachers. You must also demonstrate performance levels as determined by the National Science Teachers’ Association Standards for Science Teacher Preparation. Failure to demonstrate an accurate understanding of these standards and ability to implement them will result in significantly reduced grades on assignments and the potential of needing to repeat this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
<th>Special Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development/ Homework/ Quizzes/ etc.</td>
<td>10</td>
<td>Varies by assignment</td>
<td>Regular assignments – due dates will be given in class. Late work will not be accepted. Your dispositions may impact this grade. [Completion of 2nd Dispositions Check occurs during the 481 course – Unit Assessment]</td>
</tr>
<tr>
<td>Conceptual Development Paper and Student Interviews</td>
<td>15</td>
<td>Monday Oct 12 (Columbus Day),</td>
<td>The topic should be the same as your edTPA topic. [Program Assessment]</td>
</tr>
<tr>
<td>Safety Plan and Lesson Plans</td>
<td>20</td>
<td>Dates vary by assignment – see WesternOnline (see note to right)</td>
<td>This project will have several separate assignments with different due dates. The first lesson plans will be scored only for feedback, later ones will be graded. The Safety Plan will be due Sept. Monday Sept 14</td>
</tr>
<tr>
<td>Context for Learning with Community Resource Issues Paper</td>
<td>10</td>
<td>Mon, Nov 2</td>
<td>Expanded Contextual Factors Paper – Setting should be your 303 Field Placement setting. [Program Assessment]</td>
</tr>
<tr>
<td>edTPA – Complete Task 1</td>
<td>25</td>
<td>Mon, Nov 30</td>
<td>Requires much time. Plan accordingly. Failure to reach a “met” score for a given standard will lead to a remediation plan for that standard and could delay work in Biol 481. [Program Assessment]</td>
</tr>
<tr>
<td>Expert Critique</td>
<td>15</td>
<td>1 – Mon, Oct 19 2 – Mon, Dec 7</td>
<td>This assignment has a number of components; please see the detailed guidelines on WesternOnline.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>5</td>
<td>Mon, Dec. 7</td>
<td>Failure to complete the full 10 hours and log will result in an automatic F in the course [Program Assessment]</td>
</tr>
</tbody>
</table>

*All assignments are due by 8am on the due date unless otherwise specified. Be sure to examine the information on the syllabus as well as the handouts on WesternOnline describing each assignment for specific instructions. Assignment Due Dates subject to change with notice.

Course Topics

Note: Below is a list of general topics we will examine over the course of this semester. Some topics will take considerably more time than others. I have noted the text resources you should be examining as we examine each topic. Since the needs of the candidates in the class will at least in part dictate how much time we spend on each topic and to a certain extent the order of the topics, I will not be specifying dates to start/finish each topic. The list below is a tentative sequence but, again, the order will be adjusted to fit the needs of the candidates and the flow of the course. This varies each year with each new group of candidates. We will begin our semester focusing on lesson planning.
### Course Topics

<table>
<thead>
<tr>
<th>Required Text</th>
<th>Topic</th>
<th>Approximate Time frame (this is very tentative – see note above)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Strategies:</strong></td>
<td><strong>Teaching Techniques and Strategies</strong></td>
<td>Beginning August 24(^{st}): Chapter 1 by Sept 1 – then approximately 1 chapter per class period for the remaining chapters.</td>
</tr>
<tr>
<td>Dean et al</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Among Schoolchildren:</strong></td>
<td><strong>Classroom Management</strong></td>
<td>Throughout the semester we will refer to this book. You should read this book and take notes as early as possible as we will begin referring to Mrs. Zajac day 1 of the semester.</td>
</tr>
<tr>
<td>Kidder</td>
<td><strong>Student Issues</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Science Framework &amp; Common Core for Language Arts</strong></td>
<td><strong>Teacher Issues</strong></td>
<td></td>
</tr>
<tr>
<td><strong>All Topics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGSS</td>
<td></td>
<td>Beginning in August</td>
</tr>
<tr>
<td><strong>Why Students Don’t Like School:</strong></td>
<td><strong>Cognitive Science (Theoretical Framework)</strong></td>
<td>Read throughout the semester, approximately 1-2 chapters per week beginning August 24th.</td>
</tr>
<tr>
<td>Willingham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roy</td>
<td><strong>Science Safety</strong></td>
<td>We will begin the semester with science safety and lesson planning; science safety will be completed near the start of your 303 field experience.</td>
</tr>
</tbody>
</table>

### Reading Assignments:

Below is a very tentative guideline suggesting when we might attend to each of the required texts for this course. As suggested above, the topic sequence above is not absolute nor are the timeframes listed below an absolute. You are also likely to have assignments corresponding with one or more of the reading assignments – this will be provided at the appropriate times in the course. As suggested above, the needs of the students in the class will play a part in how the assignments are developed.