



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

**COURSE TITLE:**

Seminar in Science Education

**COURSE NUMBER:**

SCE 4943

**COURSE DESCRIPTION (with prerequisites):**

This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisite: all program requirements complete. Corequisite: SCE 4945 or EDG 4940. 3 semester hours credit.

**NAME(S) OF INSTRUCTORS:**

Amanda Clark  
718-2320  
Office: D128

**EFFECTIVE ACADEMIC YEAR:**

2015-2016

**REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:**

Since this is a field/clinical course, neither textbooks nor other reading materials are required.

**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

**A – 90 – 100**

**B – 80 – 89**

**C – 70 – 79**

**D – 60 – 69**

**F – 59 or less**

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

#### **MAKE-UP POLICY:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

#### **ACADEMIC HONOR CODE POLICY:**

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Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

#### **STUDENTS WITH DISABILITIES POLICY:**

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Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

#### **LIBRARY AND ON-LINE REFERENCE MATERIALS:**

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The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

#### **TECHNOLOGY RESOURCES:**

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The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**FREE TUTORING RESOURCES:**

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

<b>LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS</b>					
<b>STUDENT LEARNING OUTCOMES FOR SCE 4943</b> The student will:	<b>State-Adopted Standards/Standards</b>	<b>FEAPs (Discipline Outcomes)</b>	<b>FL Competencies and Skills:</b>		<b>Assessment Activities</b>
			<b>Subject Area Mathematics 6 – 12 or 5 - 9</b>	<b>Prof Ed</b>	
Attend and participate in seminar meetings on campus through reflections about teaching experiences.		E-1, E-2, E-3, E-6		6.1, 7.2, 9.1, 9.2, 9.3,	Attendance record and participation – Obs.

Develop a written semester plan for teaching one subject assigned during the internship	Specific performance expectations dependent on subject chosen	E-1		10.1, 10.2, 10.3,	Long Range Planning Draft Assignment - RPT
Keep a plan book that documents the ability to sequence lessons and concepts and includes adjustments to planning.	Specific performance expectations dependent on subject chosen and type of plan book required	E-1 1.1, 1.2, 1.3, 1.4, 1.5, 1.6		10.1, 10.2, 10.3	Task 10.2.2 - RU
Maintain a semester long journal that accurately describes assessment of demonstrated accomplished practices.		E-5 5.1, 5.4, 5.5		3.1	Task 3.1.2 - RU
Maintain a semester long journal that sets appropriate professional goals for improvement, describes activities for meeting those goals, and upon completion of activity,		E-5 5.1, 5.4, 5.5		3.1,	Task 3.1.2 - RU
Begins the process for applying for a Florida Professional Teaching Certificate		E-6		6.1	Obs.

**\*\*Assessment Codes**

<b>T</b> = Tests <b>Pre/Post</b> = Pre- and Post-Tests <b>OT</b> = Objective Tests <b>UT</b> = Unit Tests <b>Q</b> = Quizzes <b>F</b> = Final Examination <b>CF</b> = Cumulative Final <b>EX</b> = Departmental Exam <b>SE</b> = Nat'l or State Standardized Exam	<b>RPT</b> = Report/Presentation <b>SP</b> = Skills Performance <b>SD</b> = Skills Demonstration <b>W</b> = Writing Assignments <b>E</b> = Essays <b>DE</b> = Documented Essays <b>RP</b> = Research papers <b>J</b> = Jury <b>R</b> = Recital	<b>Proj.</b> = Projects <b>Exp.</b> = Experiments <b>Cap. Proj.</b> = Capstone Project <b>Cap. Course</b> = Capstone Course <b>Prac.</b> = Practicum <b>Intern.</b> = Internship <b>H</b> = Homework <b>PS</b> = Problem Solving <b>DB</b> = Discussion Board	<b>BO</b> = Behavioral Observation <b>Clin.</b> = Clinicals <b>CS</b> = Case Study <b>CP</b> = Case Plan <b>Port.</b> = Portfolio <b>Obs.</b> = Teacher Observation <b>Sk. Check</b> = Skills Check-off Curriculum Frameworks <b>JP</b> = Judged Performance/Exhibition
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**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Attend and participate in class regularly.
2. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
3. Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

**GRADING CRITERIA FOR NUMERICAL CALCULATION:**

You will receive three grades total for this course: They will each receive equal weight.

- Task 10.2.2 Plan Book\*
- Task 3.1.2 Journals \*
- Attendance in seminars (divide 100 pts by total of scheduled seminars = number of attendance pts/semester)

*\*Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course. A task judged as “partially demonstrated” or “not demonstrated” must be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.*

**No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.**

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**Course Requirements:**

**Task 10.2.2 Plan Book**

This is a simple task that will allow you to document during an entire semester how you are able to plan on a continuous basis and are capable of changing as needed. You will develop a teacher plan book to record your instructional activities. Make sure you indicate how you are gradually taking over responsibility in the classroom and when you are teaching full-time. Lesson plans should be ready at least two days in advance. Lesson plans should include differentiation of instructional activities, assessment and/or progress monitoring tools. The plan book will be checked periodically when supervisors are in your classroom (so it should be available and with you at all times) and turned in at the end of the semester.

**Task 3.1.2 Journal**

You need to keep a dated journal of your student teaching experiences. At least once per week (a minimum of **16** dated entries), you will reflect on your experiences, jot down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about content areas, teaching, schools, and students. The journal should help you formulate and refine your philosophy of education and must be visible and available at each observation to be checked. Therefore, it should reflect continued growth in the internship. This will be checked periodically when supervisors are in your classroom (so it should be available and with you at all times) and turned in at the end of the semester.

**\*TENTATIVE ASSIGNMENT SCHEDULE:**

<b>Class Meeting</b>	<b>Topic</b>	<b>Assignment Due Date</b>
Seminar 1	Reflect on the teaching of your 1st class	Narrative for Shadow a Student due
Seminar 2	Discussion of first formal evaluation and task progress	Check of plan book and journal *
Seminar 3	Discussion of 2 <sup>nd</sup> evaluation and task progress	Check of plan book and journal *

Seminar 4	Discussion of 3 <sup>rd</sup> evaluation; certification procedures and requirements; job application procedure and openings	All tasks but CC3A
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\*\* See SCE 4945 first day handout for weekly schedule during internship.

See your Instructor First Day Handout for individual instructor assignment schedule.