



# CHIPOLA COLLEGE

## COURSE SYLLABUS

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

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**COURSE TITLE:**

Teaching Science in Elementary School

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**COURSE NUMBER:**

SCE 4310

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**COURSE DESCRIPTION (with prerequisites):**

This course presents materials and methodology related to teaching the concepts and processes of science to elementary children. The pre-service teacher who completes this course will be prepared to teach the concepts and processes of science. This course requires a minimum grade of "C." Current background check (fingerprinting) acceptable to the district in which the field experience will take place is required for this course. A ten (10) hour practicum is required for course completion. 3 semester hours credit. [A]

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**NAME(S) OF INSTRUCTORS:**

Dr. Amanda Clark  
clarka@chipola.edu

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**EFFECTIVE ACADEMIC YEAR:**

2023-2024

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

No textbook or course materials are required to purchase for this course. 

**SUGGESTED:**

1. Florida Educator Competencies and Skills  
<http://www.fldoe.org/asp/ftce/ftcecomp.asp#Fifteenth>
2. Florida Educator Accomplished Practices
3. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, 2012 ([free PDF](#) from National Academies Press and [hard copy](#) from NSTA Press)
4. Common Core Standards Initiative (<http://www.corestandards.org>)

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

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**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:**

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Chipola College expects regular attendance of all students and for all instructors to record attendance daily. 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 effect 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, which 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.

### **NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**

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Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college in regards to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C,

### **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 through the Library Resources link within your course in Canvas or by using the *Search* 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 Learning Resources. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues utilizing Canvas. The **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:**

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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, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in Canvas.

### **ELECTRONIC DEVICE USAGE STATEMENT:**

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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:**

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- E – 1 Designs and plans effective instructional lessons.
- E – 2 Maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Delivers and facilitates effective instruction.

- E – 4 Analyzes and applies data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Designs purposeful professional goals for continuous improvement to strengthen instructional effectiveness and impact student learning
- E – 6 Practices professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Linking Course-level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts**

<b>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR SCE 4310</b>	<b>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</b>	<b>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES (see Notes below)</b>
<ul style="list-style-type: none"> <li>Plan inquiry-based science lessons (with collaboration) for students, which include objectives adapted to: national, and state goals; experiences, interests, questions and ideas of students</li> <li>Ascertain prior knowledge (naïve concepts) in science for given grade levels as well as culture and experiential background of students, and their effects on learning</li> <li>Build a repertoire of teaching strategies/skills (to be used in each part of the lesson plan) which promote NSES inquiry: laboratory/demonstrations (safety); questions/ discussion; technology; critical/creative thinking, problem solving</li> <li>Demonstrate knowledge of science concepts (and respective technologies, strategies, community resources) for Competencies and Skills; and state-adopted Core Ideas: physical sciences; life sciences; earth and space sciences; engineering, technology, and applications of science</li> <li>Demonstrate competencies in implementing inquiry, using science process skills and critical thinking strategies in methods of teaching science content, and in defining and solving problems for diverse learners</li> <li>Use assessment techniques which are authentic and help students learn (through feedback) and the pre-professional to become a reflective practitioner</li> <li>Participate in professional growth opportunities.</li> </ul>	<p>E-1, E-2, E-6</p> <p>E-1</p> <p>E-1</p> <p>E-5</p> <p>E-1, E-2, E-3</p> <p>E-3, E-4</p> <p>E-5</p>	<p>Task CC10ES</p> <p>Test Task CC10ES</p> <p>Task CC10ES</p> <p>Task CC8B</p> <p>Task CC10ES T Obs Exp PS</p> <p>Task CC10ES T W</p> <p>SD</p>

**Notes: Assessment Codes**

**BO** - Behavioral Observation  
**Cap Proj** - Capstone Course  
**CF** - Cumulative Final  
**Clin** - Clinicals  
**CP** - Case Plan  
**CS** - Case Study  
**DB** - Discussion Board

**DE** - Documented Essays  
**E** - Essays  
**EX** - Dept Exam  
**Exp** - Experiments  
**F** - Final Exam  
**H** - Homework  
**Intern** - Internship

**J** - Jury  
**JP** - Judged Perf/Exh  
**Obs** - Teacher Observ  
**OT** - Objective Tests  
**Port** - Portfolio  
**Prac** - Practicum  
**Pre/ Post** - Pre-/Post-Tests

**Proj** - Projects  
**PS** - Problem Solving  
**Q** - Quizzes  
**R** - Recital  
**RP** - Research Papers  
**RPT** - Report/Presentation  
**SD** - Skills Demonstration

### **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

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The course instructor will be delivering course content through class discussions on the material using various visual aids. Students are expected to be attentive and are encouraged to ask questions. In-class teaching strategies may include: participation, demonstrations, lecture, presentations, critical thinking and cooperative groups. Student attendance and participation is expected. Students are expected to read all assigned material before class and complete assigned projects in a timely manner to enable reflections and revisions on the final product.

### **ASSIGNMENT AND/OR COURSE OUTLINE**

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

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