



# CHIPOLA COLLEGE

## COURSE SYLLABUS

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

**COURSE TITLE:**

Teaching Middle School Science Practicum

**COURSE NUMBER:**

SCE 3940

**COURSE DESCRIPTION (with prerequisites):**

This course is designed for students who are majoring in science education and who will be obtaining teacher certification in grades 5-9 or 6-12. This practicum accompanies SCE 3320 and provides students with opportunities to present interactive curriculum projects to middle school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom, to include (10) hours of teaching. Project presentations will be coordinated cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Corequisite: SCE 3320. 1 semester hour credit

**NAME(S) OF INSTRUCTORS:**

As assigned

**EFFECTIVE ACADEMIC YEAR:**

2023-2024

**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

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

ZTC

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

### **GRADING POLICY:**

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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 all instructors 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 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.

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

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard 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, 850-718-2269, pippenw@chipola.edu.

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

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:**

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 **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, 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:**

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.
- 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 3940</b><br>The student will:  | <b>State-Adopted/ NSES Standards</b>   | <b>FEAPs (Discipline Outcomes)</b> | <b>FL Competencies and Skills:</b>                                    |  | <b>Assessment Activities</b>                     |
|   |  |                                    | <b>Science 5-9</b>  | <b>Professional Ed.</b>                          |  |
| Draw upon knowledge from the <b>Competencies/ Skills, Accomplished Practices, National Standards, State-Adopted Standards, and the Florida Code of Ethics</b> to complete assignments, observe, and interact with teachers and students in the middle school classroom. | Selected standards based upon practicum assignment.  |                                    | Selected indicators for competencies based upon practicum assignment. | 6.1, 6.2, 11.1, 11.3, 12.3                       | Task 10.1.1-RU, Teaching assignment-lesson plans |
| Plan and teach appropriate lessons to middle students   | All NSES Science teaching standards based upon teaching assignment (documented as part of the lesson plans). | E-1, E-3,                          | Selected indicators for competencies based upon practicum assignment. | 4.1, 4.2, 7.3, 7.4, 10.1, 10.2, 10.3, 12.1, 12.2 | Task 10.1.1-RU, Task 10.1.2-RU                   |
| Use effective classroom   |  | E-3                                |   | 9.1-9.4  | Task 10.1.1-RU,                                  |

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|---|--|---|--|--------------------|---|
| management strategies   |  |   |  |                    | Teaching assignments                    |
| Evaluate student progress in science by effective use of questioning, observation, and appropriate test construction.   |  | E-3   |  | 1.1-1.4            | Task 10.1.2-RU<br>Teaching assignments  |
| Demonstrate how <b>reading</b> (FCAT Reading) and <b>language arts</b> skills (FCAT Writing) and <b>mathematics</b> (FCAT Math) can be effectively integrated   |  | E-1, E-3  |  | 8.1-8.5            | Task 10.1.1-RU,<br>Teaching assignments |
| Demonstrate how an interdisciplinary lesson can be effectively integrated   | NSES U.1-5   | E-3   |  |                    | MA-4, Teaching Assignments SD           |
| Demonstrate proficiency in designing/planning science lessons and assessments for accommodating diverse learners and limited English proficient students (LEP).   |  | E-1, E-2  |  | 2.1-2.4, 5.2, 14.3 | Task 10.1.1-RU,<br>Teaching assignments |
| <b>**Assessment Codes</b>   |  |   |  |                    |   |
| <b>T</b> = Tests<br><b>Pre/Post</b> = Pre- and Post-Tests<br><b>OT</b> = Objective Tests<br><b>UT</b> = Unit Tests<br><b>Q</b> = Quizzes<br><b>F</b> = Final Examination<br><b>CF</b> = Cumulative Final<br><b>EX</b> = Departmental Exam<br><b>SE</b> = Nat'l or State Standardized Exam | <b>RPT</b> = Report/Presentation<br><b>SP</b> = Skills Performance<br><b>SD</b> = Skills Demonstration<br><b>W</b> = Writing Assignments<br><b>E</b> = Essays<br><b>DE</b> = Documented Essays<br><b>RP</b> = Research papers<br><b>J</b> = Jury<br><b>R</b> = Recital | <b>Proj.</b> = Projects<br><b>Exp.</b> = Experiments<br><b>Cap. Proj.</b> = Capstone Project<br><b>Cap. Course</b> = Capstone Course<br><b>Prac.</b> = Practicum<br><b>Intern.</b> = Internship<br><b>H</b> = Homework<br><b>PS</b> = Problem Solving<br><b>DB</b> = Discussion Board | <b>BO</b> = Behavioral Observation<br><b>Clin.</b> = Clinicals<br><b>CS</b> = Case Study<br><b>CP</b> = Case Plan<br><b>Port.</b> = Portfolio<br><b>Obs.</b> = Teacher Observation<br><b>Sk. Check</b> = Skills Check-off<br>Curriculum Frameworks<br><b>JP</b> = Judged<br>Performance/Exhibition |                    |   |

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

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in **K – 12** schools.
6. Collaborate with peers and other professionals. |

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

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