

EDUC 3350-110 SCIENCE INSTRUCTION FOR CLASSROOM TEACHERS

Spring 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jamie M. Blassingame, BSEd., M.Ed.

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Office Hours: By appointment only

Mode of instruction and course access:

This is a web-enhanced/hybrid course that uses TAMUCT Canvas Learning Management System [<https://tamuct.instructure.com>] as a supplement to the face-to-face learning opportunities. There will be online modules provided to help support face-to-face instruction.

Student-instructor interaction:

I am readily available to you through the following means:

- Before/after class to address immediate needs
- By text or phone call at the phone number listed above
- By email (I will respond to your email within 24 hours)
- In person by appointment

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Study for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching science to diverse learners. Design responsive instruction appropriate for all learners which reflects an understanding of relevant science content, promotes active engagement, and is based on continuous and appropriate assessment.

Course Objective:

This course is designed to provide pre-service teachers with a comprehensive understanding of effective science instruction and provide the opportunity for them to plan, organize, deliver and evaluate developmentally appropriate learning opportunities for diverse learners in the classroom setting. The students will design responsive instruction that reflects an understanding of inquiry based methodologies, high-yield instructional practices, the role of assessment in evaluating and refining science concepts, formulating questions, testing hypothesis/data collecting, the role of scientific thought on society and culture, and the role of imagination and creativity in scientific thinking.

Student Learning Outcomes:

1. Students will understand the big ideas of science and the structure of the Texas State Essential Knowledge and Skills (TEKS) for science coursework and be able to use this understanding to write essential questions, student learning outcomes, and daily learning targets in coherent sequences,
2. Students will learn best practice methodologies and high yield instructional strategies in the teaching of science, and apply this learning to design engaging lessons for diverse learners in the three major branches of science (life, physical, earth/space).
3. Students will understand the elements of effective science instruction and how teacher preconception and misconceptions about both student and content can affect instructional practice, and be able to recognize and eliminate bias in the science classroom.
4. Student will understand the elements of effective science assessment and use this knowledge to design both formative and summative assessments that communicate ongoing progress to both teachers and students and allow for continued revision and progress.
5. Students will understand the tenants of Inquiry Based Science and be able to integrate inquiry, hypothesizing, testing and data collection into the classroom experience.
6. Students will understand the role of imagination and creativity in scientific thinking and be able to integrate inquiry, invention and peer review into the classroom curriculum.
7. Students will understand the importance of procedural directions, lab safety standards, use of materials and equipment/specimen handling and be able to communicate this to students by integrating appropriate student activities into classroom science lessons.
8. Students will understand the role of scientific thinking on our society and culture, and be able to integrate these themes into the culture of the science classroom through ongoing

classroom conversations, collaborative discussions, and project-based learning activities.

Competency Goals Statements (certification or standards):

Science Generalist EC-6:

- Standard I. The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.
- Standard II. The science teacher understands the correct use of tools, materials, equipment, and technologies.
- Standard III. The science teacher understands the process of scientific inquiry and its role in science instruction.
- Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.
- Standard V. The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.
- Standard VI. The science teacher understands the history and nature of science.
- Standard VII. The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.
- Standard VIII. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.
- Standard IX. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.
- Standard X. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.
- Standard XI. The science teacher knows unifying concepts and processes that are common to all sciences.

Required Reading and Textbook(s):

Designing Effective Science Instruction: What Works In Science Classrooms (Tweed, A.)
McRel/NSTA Press (2009) ISBN 9781935155065 **(Required)**

The 5Es of Inquiry-Based Science (Chitman-Booker, L. and Kopp, K.)
Shell Education (2013) ISBN 9781425806897 **(Required)**

Picture Perfect Science Lessons. (Ansberry, K.)
NSTA (2010) ISBN 9781935155164. **(Optional)**
(note: available as an eBook through TAMUCT Library)

Texas Essential Knowledge and Skills (TEKS)-Science
Access online at:

Other readings as assigned

COURSE REQUIREMENTS

Summative Assessments

1. **Unit Plan Outline.** Using one of the “big ideas” of science you will create an outline that shows how this idea would be broken down into essential questions, student learning outcomes, possible assessments (formative and summative), and daily learning targets **100 pts.**
[addresses SLOs 1, 4,]
2. Procedural directions [equipment, lab safety] **Teaching Game** that teaches students the correct use of equipment or an element of lab safety. This can be in any format including electronic. **50 pts.**
[addresses SLOs 2,7]
3. **Three Lesson Plans** created, one on each of the main topics of science [Life science, Physical science, Earth/Space science] using the 5E model and written using the Danielson Lesson Plan Template; **300 pts** (100 pts. each) **one** of your choosing will be **taught to the class** in a 40 minute micro teach and evaluated by peers and a panel of science educators. (**100 pts for panel presentation**)
[addresses SLOs 1, 2, 3,4,7,8]
4. **Written Reflection Paper and Portfolio of Current Science Trends.** You will collect a **minimum** of 5 articles related to current trends and scientific thought as it impacts our environment, our world culture or daily living and write a 2-page paper reflecting on the implications for the classroom science teacher [APA format required].
50 pts
[addresses SLOs 3, 5, 6, 8]
5. **Problem Based Learning Project/Science Fair/Invention Convention Project** [student choice of **one**]. You will complete an elementary level learning project including evidence of research, inquiry methods, data collection and presentation materials. This will be presented to the class using your choice of demonstration or display, and must include a technology element. This will be done in pairs with your learning partner. **100 pts.**
[addresses SLOs 5,6,7,8]
6. **Five checkpoint quizzes** [10 points each] **50 points**
[addresses SLOs 1-8]
7. **Final Assessment** [comprehensive] **200 pts**
[addresses SLOs 1-8]

**Grading rubrics will be provided and discussed in class.*

** Attendance, professionalism and active participation will be a part of **EVERY** assignment and will be reflected per the rubric in final grades on assessments.*

Grading Criteria Rubric and Conversion

Teaching Game	50 points	5%
Unit Outline	100 points	10%
Three Lesson Plans	100 points each=300 points	30%
Micro Teach	100 points	10%
Current Trends Paper & Portfolio	50 points	5%
PBL Presentation	100 points	10%

Five Checkpoint Quizzes	10 points each=50 points	5%
Final Assessment [comprehensive]	200 points	20%
Course Grade	1000 points	100%

Posting of Grades

All grades will be posted in Canvas within a week of the due date. However, large projects or assignments may require more time to evaluate. It is encouraged that students monitor their status throughout the semester. Final grades will be posted to Canvas after completion of course requirements.

COURSE OUTLINE AND CALENDAR

The instructor reserves the right to modify the syllabus and assignments for this course.

EDUC 3350 Course Calendar

Date	Topic	Assignment/Assessment
January 18 Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2(C), 3(A) (B) (C) 4(A) (B)(C) (D) 6 (D) PPR Standards: 1,2,3,4 Technology Standards: 1,2,3,4,5 InTASC Standards: 1, 2,3,4,5,7,8 ISTE Standards:	<ul style="list-style-type: none"> ▪ Welcome and Introduction; Review of Course and Expectations [read the syllabus] ▪ Circle Seminar: What I Remember About Science Class, and Why Do People Hate It? ▪ Student Survey: Expectations for the Course ▪ Building the Framework for Effective Science Instruction [Reference: DESI pp. 1-20] ▪ A Shocking Outcome: The Importance of Lab Safety 	Assignment: Lab Safety Game [discuss rubric] [due February 1] Discuss the Current Science Trend Portfolio [due April 5] Access & Copy (or download) the Texas Essential Knowledge & Skills K-6; bring to class next week Assignment: Read DESI Chapter 2 Strategy 1-4 pp. 23-58
January 25 Teacher Standards: 1 (A) (B) (E) (F), 3 (A) (B) (C), 5(A) (B) (C) (D) PPR Standards: 1,2,3 Technology Standards: 2,3,5 InTASC Standards: 1,2,4,5,7,8 ISTE Standards:	Working with the CONTENT of Science <ul style="list-style-type: none"> ▪ Unpacking the TEKS ▪ The Big Ideas ▪ Unburdening the Curriculum and Essential Questions ▪ Process & Content TEKS ▪ Identifying Strands and Vertical Alignment 	Assignment: Read DESI Chapter 2 Strategy 5-6 pp. 59-76 Checkpoint Quiz#1-Exit Ticket at the end of class

	<ul style="list-style-type: none"> Engaging Students with Content: No Fluff Without Stuff/Student Learning Outcomes Pre-Conceptions and Prior Knowledge 	
<p>February 1 Lab Safety Game Due</p> <p>Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2 (A) (B) (C), 3 (A) (B) (C) 4(D) 5 (A) (B) (C) (D)</p> <p>PPR Standards: 1,2, 3,4</p> <p>Technology Standards: 3,4,5</p> <p>InTASC Standards: 1, 2,3,4,5,7,8</p> <p>ISTE Standards: 1</p>	<p>Working with the CONTENT of Science</p> <ul style="list-style-type: none"> The Role of Assessment: Teach what you Assess vs. Assess what you Teach Daily Learning Targets: Written and Communicated Sequencing the Targets into a Progression 	<p>Discussion of the Unit Plan Outline Assignment with rubric [Due February 22]</p>
<p><u>February 8</u> <u>Online</u> <u>CANVAS</u> <u>Modules</u></p> <p>Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2 (C), 3 (A) (B) (C) 4 (A) (B)(C)(D)</p> <p>PPR Standards: 1,2, 3</p> <p>Technology Standards: 1,2,3,4,5</p> <p>InTASC Standards: 1, 2,3,4,5,7,8</p> <p>ISTE Standards:</p>	<ul style="list-style-type: none"> Module 1: What are the Different Types of Science? Module 2: Use and Care of Equipment and Materials in the Science Classroom Module 3: Ethical Care of Animals and Specimens Module 4: Preparing a Unit Outline: More Practice 	<p>Checkpoint quiz # 2 Online Lessons in CANVAS; complete quiz at the end of the module lessons Assignment: Begin work on Unit Outline</p> <p>Assignment: Read DESI Chapter 3 Understanding pp.77-120</p>
<p>February 15</p> <p>Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2 (C), 3 (A) (B) (C) 4 (B)(C)(D)</p> <p>Technology Standards: 1,2,3,4,5</p> <p>PPR Standards: 1,2, 3</p> <p>InTASC Standards: 1, 2,3,4,5,7,8</p>	<ul style="list-style-type: none"> Introduction to Science Inquiry Effective Use of Formative Assessments Debunking our Private Universe: Misconceptions & Pre-Conceptions in Science (both teachers and students) The Importance of Wrap-Up and Sense Making Opportunities 	<p>In class video “A Private Universe” and Science Pre-Conception Survey</p> <p>Assignment: Read DESI Chapter 4 Environment pp. 127-177</p>

<p>ISTE Standards: 1</p>	<ul style="list-style-type: none"> ▪ The Purpose of Interactive Notebooks and Science Journals 	
<p>February 22 Unit Plan Outline Due</p> <p>Teacher Standards: 1(E), 2(B), 3 (A) (B) (C) 4(A) PPR Standards: 1,2, 3, 4 Technology Standard: 2,3,4 InTASC Standards: 1,2,3,9, ISTE Standards: 1</p>	<ul style="list-style-type: none"> ▪ The Bias Lens: How Teacher Attitudes Affect Student Learning ▪ Scientific Thinking and the Importance of Collaboration and Conversation ▪ Teaching Controversial Topics ▪ The Role of Imagination and Creativity in Scientific Thinking ▪ Invention and Peer Review ▪ Why Science Fair Sucks: How to Implement Problem Based Learning and Presentation to Save the Day 	<p>Assignment: Interview a Science Student (optional extra credit assignment-25 points) Instructions and rubric given in class</p> <p>Continue Portfolio Work-current trends and scientific thought as it impacts our environment, our world culture or daily living</p>
<p><u>March 1 Online</u> <u>CANVAS</u> <u>Modules</u> Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2 (C), 3 (A) (B) (C) 4 (B)(C)(D) Technology Standards: 1,2,3,4,5 PPR Standards: 1,2, 3 InTASC Standards: 1, 2,3,4,5,7,8 ISTE Standards: 1</p>	<ul style="list-style-type: none"> ▪ Module 1: Exploring PBL and the STEM Initiative ▪ Module 2: More Exploration of Inquiry Based Science Methods ▪ Module 3: Elementary Science Investigations ▪ Module 4: Readings “Invention Conventions” 	<p>Checkpoint quiz # 3 Online Lessons in CANVAS; complete quiz at the end of the module lessons</p> <p>Assignment: Read “The 5-Es of Inquiry Based Science” pp. 7-107</p>
<p>March 8 Teacher Standards: 1(A) (B) (C) (D) (E) (F), 2 (C), 3 (A) (B) (C) 4 (B)(C)(D) Technology Standards: 1,2,3,4,5 PPR Standards: 1,2, 3 InTASC Standards: 1, 2,3,4,5,7,8 ISTE Standards: 1</p>	<ul style="list-style-type: none"> ▪ Bring it Together: Taking what we know and getting it to “play” in the classroom ▪ Lesson Planning: The 5-E Lesson Planning Model ▪ The Danielson Lesson Cycle ▪ Work in groups on PBL Presentations 	<p>Assignment: Read “The 5-Es of Inquiry Based Science” pp. 127-141 + the appendices</p>

Spring Break		
<p>March 22 <u>Teacher Standards:</u> <u>1 (E), 2 (A), (B), (C) 3 (B) (C) 4(A) (D), 5 (A)</u> <u>PPR Standards:</u> 1,2, 3 <u>Technology Standards:</u> 2,4 <u>InTASC Standards:</u> 1,2,3 <u>ISTE Standards:</u> 1,3</p>	<p>PBL Presentations Due in Class [pair project; 20 minutes per team] Questions/Discussions</p> <ul style="list-style-type: none"> ▪ Continued work with the 5-E Lesson Cycle and Inquiry Learning 	
<p><u>March 29</u> <u>Online</u> <u>CANVAS</u> <u>Modules</u> <u>Teacher Standards:</u> <u>2 (A) 5 (A)</u> <u>PPR Standards:</u> <u>1.2S</u> <u>Technology Standard:</u> 2.4 <u>InTASC Standards:</u> 1 (g) <u>ISTE Standards:</u> 2b</p>	<ul style="list-style-type: none"> ▪ Module 1: Differentiating Instruction in a 5E Classroom ▪ Module 2: Making Science Assessible to Diverse Learners & Special Populations ▪ Module 3: Using Instructional Technology to Enhance Science Instruction 	<p>Checkpoint quiz # 4 Online Lessons in CANVAS; complete quiz at the end of the module lessons</p>
<p>April 5 Cultural Trend Portfolio and Paper Due <u>Teacher Standards:</u> 1 (A) (B) (E) (F), 3 (A) (B) (C), 5(A) (B) (C) (D) <u>PPR Standards:</u> 1,2,3 <u>Technology Standards:</u> 2,3,5 <u>InTASC Standards:</u> 1,2,4,5,7,8 <u>ISTE Standards:</u></p>	<ul style="list-style-type: none"> ▪ Putting it Altogether: Using Exemplars to Evaluate Science Lessons ▪ The Critical Importance of Classroom Management ▪ Exemplary Science Instruction: What Does It Look Like? ▪ Master Science Teacher Presentations ▪ Writing Exemplary Science Lessons: In-Class Practice 	<p>Work on Lesson Plans Due April 12</p>
<p><u>April 12</u> <u>Online</u> <u>CANVAS</u> <u>Modules</u></p>	<ul style="list-style-type: none"> ▪ Module 1: More Best Practice Methodologies 	<p>Checkpoint quiz # 5 Online Lessons in CANVAS; complete quiz at the end of the module lessons</p>

	<ul style="list-style-type: none"> ▪ Module 2: Revisiting Questioning Strategies: Scaffolding and Higher-Order Thinking ▪ Module 3: Revisiting Procedural Directions & Safety Standards 	<p style="color: red;">Three (3) Lesson Plans (using the Danielson Lesson Template) Due by 5:00 p.m. Friday, April 13 (sent electronically).</p>
April 19	<p style="color: red;">Micro Teach Panel Presentations Students #1, #2, #3, #4</p>	<p style="color: red;">Enhanced Lesson Plan & Copies Due</p>
April 26	<p style="color: red;">Micro Teach Panel Presentations Students #5, #6, #7, #8</p>	<p style="color: red;">Enhanced Lesson Plan & Copies Due</p>
May 3	<p style="color: red;">Micro Teach Panel Presentations Students #9, #10</p> <p>Final Debrief and Lingering Issues</p> <p>Preparing for the Final Exam</p>	<p style="color: red;">Enhanced Lesson Plan & Copies Due</p>
May 10	<p>FINAL EXAM</p>	

Important University Dates:

January 2018

- January 2, (Tuesday) Winter Break Ends
- January 2, (Tuesday) Priority Deadline for Admissions applications
- January 5, (Friday) VA Certification Request Priority Deadline
- January 11, (Thursday) Convocation
- January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
- January 15, (Monday) Martin L. King Jr. Day
- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins
- January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
- January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

- February 2, (Friday) Priority Deadline to Submit Graduation Application
- February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
- February 15, (Thursday) Last day to apply for Clinical Teaching
- February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

- March 1, (Thursday) Deadline to submit application to Teacher Education Program
- March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
- March 9, (Friday) 1st 8 week classes end
- March 9, (Friday) Deadline for Admissions applications
- March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

**This course will use the [A&M-Central Texas Instructure Canvas learning management system](#).
Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].**

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more

effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and

victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Respect, professionalism, tolerance, and open-mindedness is an expectation in this course. In-class participation and conversation related to the topic is part of the learning delivery. Like most things, you will get out of this experience what you put into it. Ethical behavior is a standard for teacher candidates. You will be held to that standard.

TAMUCT Department of Curriculum & Instruction Professional Expectations	
Communication	Communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms
Collaboration	Work Collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education
Commitment	Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development
Professional Development	Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth
Ethical Conduct	Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrated respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community

Attendance: On days the class is meeting on campus, you must be punctual and present. On days the learning is to be done via CANVAS modules, you are expected to log in and complete all activities, responses and quizzes. Attendance will be checked for both modalities.

Two class absences, for any reason, will necessitate a scheduling a conference to discuss the situation, and **Four or more absences** will result in failure of the class. Being absent will result in missing important class practice and information, and may result in late work (see below), so absences have their own natural consequences.

Tardies: Every 10 minutes late is a tardy. Three tardies is an absence.

The student who is tardy or absent is responsible for notes, handouts, assignments or any changes in schedules. You may access your missing work on your own through Canvas or through collaboration with your peers.

Late Work: Unless otherwise noted, all work is due at the beginning of the class period for which it is due. Late work will not be accepted except under extenuating circumstances which must be communicated to the professor in a timely manner, accompanied by evidence. If an

extension is granted, the late assignment is subject to point deduction of 10% each day past the due date.

Preparation and Participation: It is expected that you arrive in class with all materials (completed assignments, textbooks or other materials, paper and writing utensils, etc.) You are expected to complete your reading assignments prior to the class session for which they are assigned, and to actively participate in classroom assignments and discussions, and to fully complete all online modules. In-class reflections, presentation and activities cannot be made up.

Electronics: The use of technology such as laptops, tablets or cell phones can enhance learning when used appropriately and in alignment with the learning objective for the day. However, using them for personal business during class time is not appropriate, and may be disruptive. As a future educator, you are expected to use professional behavior, and off task behavior that causes disruption of the learning environment may result in your being asked to leave class, resulting in an absence. It is the professor's discretion to decide what constitutes a disruption.

Children in Class: Please plan ahead for child care emergencies. Children are not allowed in the classroom or hallways while parents attend class. This is for their safety and security.

Copyright Notice.

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