



ELED 558: Science Curriculum for Grades 1-8 Course Syllabus for Summer I, 2015

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Materials Required for the course

- *Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms;* National Research Council, 2008
- Texas Essential Knowledge and Skills (TEKS) - Science; found at: <http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html>
- Next Generation Science Standards (& support materials); found at: <http://www.nextgenscience.org/>
- Other readings as assigned

Course Description:

An examination of current issues and trends in (science) content and pedagogy with an emphasis on inquiry instruction and learning. Development and evaluation of curriculum will ascertain how changing needs in education are being addressed.

Course Goals: To teach science content and inquiry methods; in such a way that those teaching science in elementary schools will feel confident, skilled and motivated to integrate inquiry science into the curriculum.

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate the following outcomes:

1. Refine ideas about and philosophy of teaching science
2. Develop an understanding of current practices in science teaching as outlined in state and national standards
3. Develop an understanding of current issues in science, science education and related research.

4. Increase comfort level with science teaching and learning.
5. Display a high degree of professionalism by participating in class and in all class activities.

COURSE REQUIREMENTS

(Assignments/activities are subject to change in order to meet emerging student needs)

Reading Reflections

Submit reflective responses that provides your thoughts, comments and questions about the assigned readings. Thoughtfully discuss how these concepts apply to your classroom situation and similar ideas you have seen or done in the classroom (or will try to do in your future classroom). Reflective responses will receive from 0 – 10 points. Submit in the E-College Dropbox or via Discussion as directed. Points will be deducted for late assignments.

Assignments

Submit unit assignments such as website reviews, mini topical reflections, science teaching reflections, etc. Instructions about each will be described in E-College.

Online Discussions

Actively and thoughtfully participate in the online discussion of the readings and content topics as indicated.

Student Final Project of Choice

Develop and complete a science curriculum related project that will ***directly enhance the science learning in your classroom***. A brief description of the potential project must be submitted via email by the announced date and approved by the instructor. Possible projects include: developing inquiry-based units of study, revising existing units into inquiry-based units, locating quality children's literature to connect with science units, etc. The format of the project to be submitted is variable and open to allow best representation of the project.

FINAL GRADE IN THE COURSE

The following rubric guidelines will be used for grading all written assignments for the course.

Category	Full Credit	Partial Credit	No Credit
Supporting information (comprehensive response)	Information is clearly stated, comprehensive, and includes required supporting information.	Information is stated, but is unclear.	Information presented does not specifically or comprehensively address the topic.
Evidence and Examples	All responses and examples provided	Most of the responses and/or	Responses and/or examples are not

	are specific and relevant to the topic.	examples are present, specific and relevant to the topic.	specific or relevant to the topic.
Sentence Structure	All sentences are well-constructed.	Most of the sentences are well-constructed.	Most sentences are not well-constructed.
Capitalization, punctuation and grammar usage	There are no errors in capitalization, punctuation, or grammar usage.	There are one or two errors in capitalization, punctuation, or grammar.	There are several (two or more) errors in capitalization, punctuation, or grammar.
Quality of Work (Prefer) Computer generated or handwritten	Complete clear, readable responses.	Partially readable clear responses.	Not legible and/or unreadable.

GRADING

The course grade will be determined based on **total points** as follows:

Unit Assignments	6 X 20 pts = 120 points
Unit Online Discussions	6 X 10 pts = 60 points
Unit Reading Reflections	6 X 10 pts = 60 points
Final Project	1 X 25 pts = 30 points
Total	270 points

Students will also self-assess and will submit a brief "expected grade" justification based on accomplishments in the course using the following scale. The final grade will be a synthesis of self and instructor assessment.

- A = 90% Exceptional
- B = 80% Commendable
- C = 70% Developing
- D = 60% Minimal
- F = below 60% Unsatisfactory

TECHNOLOGY REQUIREMENTS

Internet Connection. Internet access/connection – high speed recommended (not dial-up)

Word Processor. MS Word is the recommended word processor for eCollege

Operating Systems. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows

operating system (XP or newer). Safari, the default browser on iPads and Smart Phones DOES NOT access eCollege.

Browser Testing. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "Browser Test" link under Support Services.

COMMUNICATION AND SUPPORT

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday and often on the weekends. If you email me and do not receive a response from me after 24 office hours, please resend the email. If you do not receive a response after several office days, call the EDCI Office (903-886-5307).

eCollege Course

This course maintains an eCollege course which includes class handouts, threaded discussions, assignments and information. Always review the Course Announcements for your "online day" assignments and information.

Office Hours

I am available most days to meet with students either at my office in Commerce, at the MPLX Center or by phone. Email me to schedule an appointment.

Email Correspondence

From me to you: All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day.

From you to me: Always send emails to me at university email address provided on the first page.

Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege and email. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you encounter a technical issue that prevents you from completing an assignment, copy me the work order from the Tech Department.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course/Department Specific Procedures/Policies:

Late Work.

Specific dates and times are established for every assignment. No late work is accepted without extenuating circumstances approved by the instructor. Students who feel they have an extenuating situation must contact the instructor prior to or during the due date about the circumstance. Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
 - a) some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.
For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university. Examples of academic dishonesty includes plagiarism, but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or

instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams.

If you are unsure what constitutes plagiarism and how to avoid it, visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Use of cell phones, texting or email devices during class is forbidden. In the event of an emergency, students should excuse themselves from the classroom to receive/make a communication and should return to class as soon as possible.

Non-discrimination Policy

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.