113 - UCCh.
39 - GCCh.

(sigs)

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**

See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

Department	Elementary	**College/School**	School of Education

O = Oral Intensive, Format 6 also submitted		W = Writing Intensive, Format 7 submitted		Natural Science, Format 8 submitted	

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	x	

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit? ____ TIMES

F6888 course descriptions.

O = Oral Intensive, Format 6 also submitted		W = Writing Intensive, Format 7 submitted		Natural Science, Format 8 submitted	

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	x

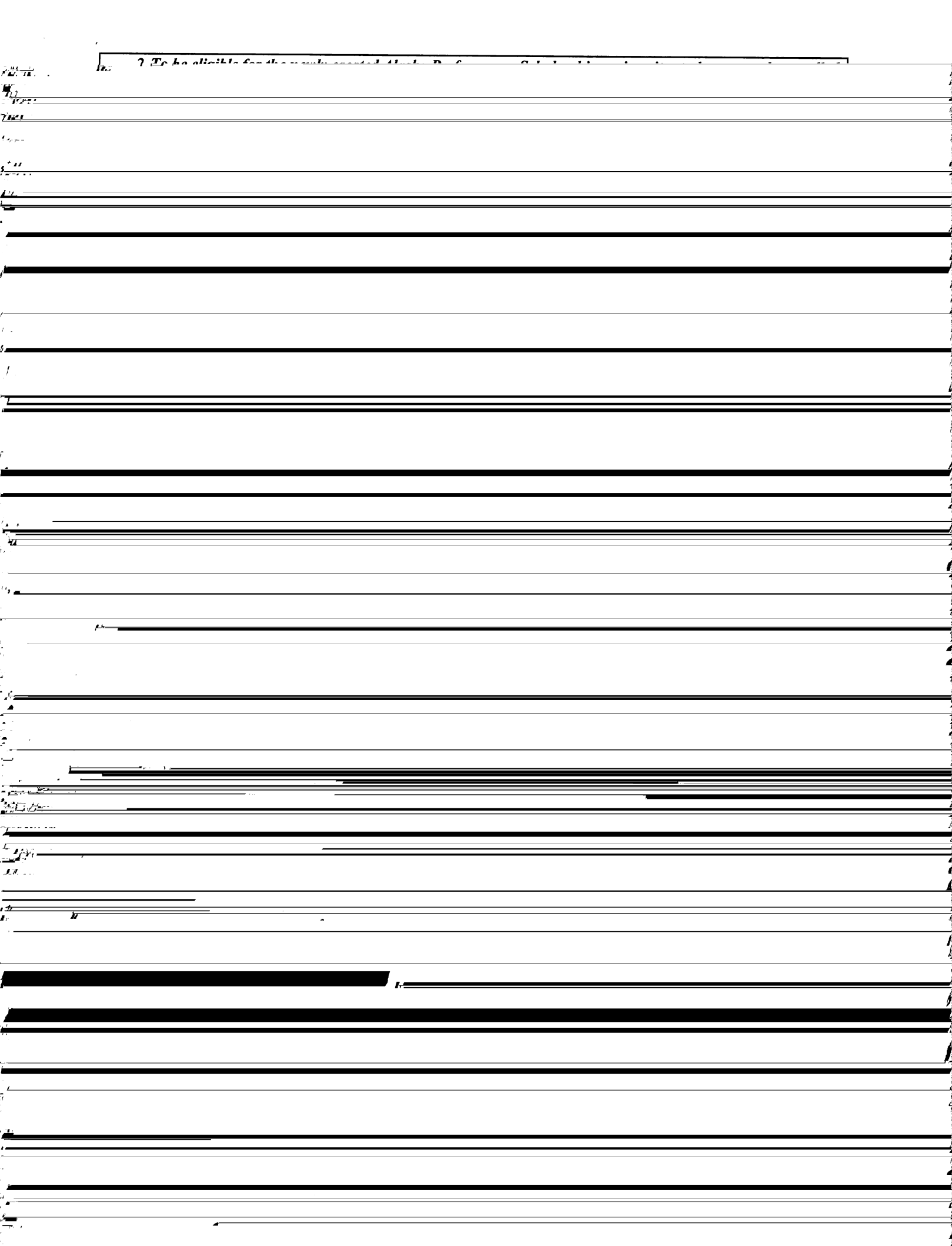
9. GRADING SYSTEM: *Specify only one*

LETTER: [x] **PASS/FAIL:** [ ]

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [x] **Yes** [ ] **No change.**



APPROVALS: (Additional signature blocks may be added as necessary.)

Carol Bauhardt	**Date** 2/17/12
Signature, Chair	**Carol Bauhardt**

	Date 2/17/12
Signature, Chair, College/School Curriculum Council for: Education	

ED 479/688
SCIENCE METHODS AND CURRICULUM DEVELOPMENT
ON-CAMPUS (2.5+0.0+0.5)

This is a course that has both lecture (i.e. university course time) and internship (i.e. elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

COURSE INFORMATION

Credits: 3
Prerequisites: Participating in the Internship Year or Permission of Instructor
Location:
- OUP Room 150
- Blackboard http://classes.uaf.edu

Meeting Time: Dates and times noted on the internship calendar and on the syllabus calendar

INSTRUCTOR INFORMATION

Instructor: Cindy Fabbri
Office: 714D Gruening Building
Office Hours: By appointment
Telephone: (907) 474-1558
Fax: (907) 474-5451
Email: cfabbri@alaska.edu

MATERIALS

Carin, Arthur A., et al. 2005. *Teaching Science as Inquiry, Eleventh Edition.* Pearson Education, Inc.: Upper Saddle River, NJ.

Campbell, Brian and Fulton, Lori. 2003. *Science Notebooks: Writing About Inquiry*

American Association for the Advancement of Science. 1993. *Benchmarks for Science*

Literacy. Oxford University Press: New York, NY. [online]

- Understand and use knowledge of learning, pedagogy and students to create appropriate [illegible] relevant learning opportunities for diverse groups of students;
- Create and use multiple assessment strategies in the context of teaching a science unit;
- Plan and implement a holistic science unit and [illegible]
- Reflect on science topics, personal ideas, future goals and experiences as a science [illegible] educator.

INSTRUCTIONAL METHODS

In the spirit of inquiry as mentioned in Standard A of the NSES, it is expected that students will [illegible]

Bring three science resources to class to share with your colleagues. The resource (book, website, curricula, etc.) should be something not likely to be known by all of your colleagues. You will explain a bit about the resource, why it is of high quality and how to find it. At least one of your resources during the semester should be technology based.

Facilitate an In-class Presentation/Lesson

Points Possible = 100 Points (Rubric will be provided)

You will choose a lesson from the appendix of your textbook, a FNSBSD science kit, or other pre-approved resource and will teach the lesson in class. You will teach the lesson to your peers as if they were your students. Ideally, you should teach a subject/discipline (i.e. physical science, life science, earth/space science) that is different from your take home lesson and unit. Your grade will be based on peer-assessments and instructor discretion.

Develop and Teach a Science Unit

Total Points Possible = 400 (Checklist and rubric will be provided)

Draft Unit = 100 Points

The draft is graded for completeness (cover sheet, week-long overview, 5 lesson plans, summative assessment rubric, and student activity sheets) and that it is turned in on time.

Please Note: Your mentor teacher and the course instructor must approve the unit plans before you teach the unit. Please plan accordingly.

Final Unit = 300 Points

The final unit is graded for completeness (cover sheet, week-long overview, 5 lesson plans, assessment rubric, and student activity sheets), content/competencies (see science unit rubric) and implementation.

This assignment will include five daily reflections and one comprehensive reflection on teaching your science unit. In addition, students will reflect on their new understandings of science education and their future professional development goals.

*** ED 688 Students: Independent Project**
Total Points Possible = 200

[redacted]

might include designing and implementing a unique lesson with students, watching a professional development series, reading a recommended book, working with students and teachers to develop science fair projects (outside of your regular class) or other significant, approved project. Please discuss this assignment with the instructor and get approval before you begin.

EVALUATION

[redacted]

Please note that this is a tentative schedule and it may be modified. Homework assignments

- Use *Unit Template* and *Unit Planning Worksheets 2* to finish drafting lesson procedures and assessments
- If applicable, prepare for in-class presentation and/or bring a resource to class

TBD 9:00-12:00

[redacted]

In class:

- How do students learn? (NSTA Standard 5)
- What is appropriate and differentiated instruction?
- What is relevant and responsive curriculum? (NSTA Standard 7)

Homework:

- Use *Unit Template* and *Unit Planning Worksheets 3* to draft differentiation sections of lesson plans
- Finish the draft of your science unit. Bring two copies to class, one for peer review in

[redacted]

Homework:

- Final Science Unit Due Before Teaching

Individual student appointments, if needed

No class – Teach science unit (NSTA Standard 6)

Homework:

- Final unit and semester reflections are due April 8th
- ED 688 Independent Projects due April 8th
- If applicable, bring a resource to class

respect the rights of others. Academic integrity is essential and expected from all students. Cheating or plagiarism is not acceptable.

SUPPORT SERVICES

If you have questions, concerns, comments, or individual needs please contact me immediately. In addition, please be aware that these other forms of assistance are also available:

Kelly Mendez
Coordinator – Elementary
474-7981
ksmendez@alaska.edu

Hillary Weller
Coordinator – Elementary
474-7981
hhweller@alaska.edu

Student Support Services (SSS)
Tel: (907) 474-6844
Email: sssp@uaf.edu

Tutoring Services:

Writing Center (907) 474-5314
Math Laboratory (907) 474-7332

DISABILITIES SERVICES

If you have a special need please notify the Office of Disability Services (474-7043) and me. I will make every effort to provide reasonable accommodations for you.