Step 1: Inquiry Approaches to Teaching
UAteach Step 1 – Inquiry Approaches to Teaching (ARSC 1201)
SYLLABUS
Fall 2018

ARSC 1201
Date/Time: Sec. 001: Thursday 9:30-10:45
Sec. 002: Thursday 11:00-12:15
Sec. 003: Wednesday 3:05-4:20

Instructor (Science)
Instructor: Michelle J. Childress
Office Phone: (479) 575-3280
Cell Phone: (479) 935-7150
Office Hours: Thursday 12:30
Email: mjc1219@uark.edu

Instructor (Math)
Dr. Kim McComas
Office Phone: (479) 575-3280
Office Hours: By appointment
Email: kmccomas@uark.edu

Instructor (Science)
Instructor: Dr. Peggy Ward
Office Phone: (479) 575-3280
Office Hours: By appointment
E-mail: pdward@uark.edu

Class Location: 946 W. Clinton Dr. Fayetteville, AR – 72701 (UTCH)
There is no student parking at the UAteach House

Course Prerequisite(s): An interest in exploring teaching math or science.

Blackboard Website: https://learn.uark.edu
UAteach Website: https://teach.uark.edu

Recommended Supplies:
• USB flash drive (1GB or more storage capacity)-recommended
• 3-ring binder with dividers and pockets for organizing forms- recommended

Course Requirements: Students must be able to:
• Create and work with Microsoft® Word documents
• Check e-mail daily
• Attach Microsoft® Word documents to e-mail messages
• Check the Blackboard course Web site weekly

If assistance is needed to meet these requirements, please see your instructor. Help is always available upon request.

Course Description/Overview
This course will provide students with:
• An opportunity to explore teaching in science, mathematics, or computer science as a career
• Early field experiences in teaching
• An introduction to the theory and practice that is necessary to design and deliver excellent instruction

Students will attend one and a quarter (1.25) hours of class on campus each week and learn to design and deliver excellent inquiry-based lessons. To obtain first-hand experience with an inquiry-based curriculum, students will work closely with a UAteach Master Teacher to design and develop three inquiry-based lesson plans. UAteach students are also assigned to work with a mathematics/science Mentor Teacher in a local elementary or middle school to observe twice and then teach a thematic unit of three inquiry-based lessons. The mentor teacher will remain in the classroom at all times and provide immediate feedback on the quality of the instruction. Field assignments are based on the schedules and transportation needs of the students. Students will utilize a team approach and work in pairs of two to design, develop, and implement inquiry-based lesson plans. Considering travel time to and from the school, a minimum of a 2-hour block of time is needed for each visit.
Course Objectives

After completing Step 1, students will be able to:
1. Demonstrate science, mathematics, or computer science content knowledge in the design and teaching of elementary or middle school lessons aligned with district curriculum and state standards.
2. Utilize exemplary sources of inquiry-based lessons.
3. Identify the unique attributes of young and/or adolescent students and implement teaching strategies that are effective in the elementary or middle school environment.
4. Design and teach an inquiry-based unit of three lessons using the 5E Instructional Model.
5. Plan for and implement safe classroom practices. Devise appropriate classroom management strategies.
6. Discuss strategies for achieving instructional equity.
7. Demonstrate the ability to create appropriate performance objectives with the use of Bloom’s Taxonomy.
8. Implement teaching strategies appropriate for differential learning.
9. Reflect on teaching experiences to revise lesson plans.
10. Assess commitment to pursue teaching as a career path.

Expectations

Attendance: Students are expected to attend all classes, and sign in every class period to document attendance. Prompt and consistent attendance is critical to success in this class. During class students will: 1) observe and learn from demonstration lessons, 2) develop and practice lessons with your partner, and 3) get feedback from the instructors and other members of the class regarding your lessons. Because the course meets only once per week and there are no texts, missing class means you will miss essential information and experiences. Students must sign in every class period on the designated form. Failure to sign in may result in no participation points for that particular day.

Since most Step 1 students will be working with a partner, the workload for each lesson should be shared equally. If you are not in class, you inconvenience your partner by forcing him or her to work with you outside of class. If you miss a class, it is your responsibility to communicate with your partner about how to coordinate the next lesson. Don’t leave your partner guessing about why you are not in class, or how and when you will get together! Failure to communicate in a timely manner with your partner and your instructor could result in point deductions on your lesson plan packet.

In the event of an emergency, which results in an absence, please be courteous and do the following:
- Contact the instructor
- Make arrangements to get any handouts that were distributed.
- Contact your teaching partner to coordinate the next lesson.

Field Experience

1. You will observe your mentor teacher’s class twice during the early part of the semester, and, using a writing prompt, write a thorough reflection describing your experiences.
2. Dress appropriately and professionally when going to schools. Follow the teacher dress code, which can be found on Blackboard. (Note: You have the option of purchasing a UAteach shirt ($20), which can be worn during your school visits.)
3. For security reasons, all schools require that you sign in and out at the front office each day that you visit. Be sure to TAKE YOUR DRIVER’S LICENSE! You will receive a visitor badge upon arrival.
4. You and a teaching partner will teach three hands-on science/mathematics lessons in a local elementary or middle school. The lessons will be chosen in conjunction with your master teacher and your mentor teacher from the approved UAteach lesson bank.
5. Written lesson plans will be turned in and revised prior to teaching the lesson. You will practice all lessons before going out to teach. You will also send a final revised and approved lesson plan as an e-mail attachment to your
mentor teacher at the elementary or middle school where you are teaching and to your UTeach master teacher before you teach the lesson—at least two days in advance of teaching the lesson. (Note: For full credit, you must cc your partner, the master teacher, and your mentor on the email.)

6. Your mentor teacher will give you written feedback at the end of each lesson taught, but you are responsible for giving the appropriate form to your mentor teacher before you start to teach your lesson. Your mentor teacher will also write a final evaluation of your progress, which will be completed electronically and filed in the UTeach office.

7. Report immediately to the instructor and/or appropriate team members any problems you have, including the need for additional supplies.

8. One of your UTeach Master Teachers will observe at least one of the lessons you teach.

9. If an emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher and your instructor as soon as you know. Your partner should be prepared to teach the lesson alone if necessary. (NOTE: If you have unexpected transportation problems, call the UTeach house to see if someone can take you to teach your lesson. Note: DO NOT fail to keep your scheduled teaching assignment unless you have an extreme emergency!

### Assignments/Grading Policy

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Pts. Poss.</th>
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<tbody>
<tr>
<td>Class Participation (&amp; Attendance)</td>
<td>130 points</td>
</tr>
<tr>
<td>Professionalism Quiz</td>
<td>10 points</td>
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<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Article Reading #1</td>
<td>15 points</td>
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<tr>
<td>Article Reading #2</td>
<td>15 points</td>
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<tr>
<td>Observation Reflection #1</td>
<td>40 points</td>
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<tr>
<td>Observation Reflection #2</td>
<td>40 points</td>
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<tr>
<td>Lesson-1 (Preparation, implementation, &amp; reflection)</td>
<td>100 points</td>
</tr>
<tr>
<td>Lesson-2 (Preparation, implementation, &amp; reflection)</td>
<td>100 points</td>
</tr>
<tr>
<td>Lesson-3 (Preparation, implementation, &amp; reflection)</td>
<td>100 points</td>
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<tr>
<td>Final Project &amp; Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>660 points</strong></td>
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Class Participation/Attendance: 130 points of your grade is based on active participation during all class sessions. Ten points will be earned for each class period in which you are actively participating for the entire class period. Failure to attend to the entire class period may result in a deduction in class participation points. (Please read the attendance course expectation in a previous section.)

Quizzes: Students will complete two quizzes before their first observation in the classroom: professionalism quiz and syllabus quiz. The quizzes can be accessed in the Quizzes folder on Blackboard.

Reading Articles: Two assigned readings will be posted on Blackboard throughout the semester. (Refer to the course schedule) Students will write a 2 paragraph reflection based on the main idea of the reading and your personal perspective (experiences, opinions, thoughts…) about the topic. You will also be required to reply or comment to one other person’s post. (The assignment will not show up for me to grade until both portions are complete)

Reflections: Five written reflections discussing your classroom experiences will be turned in after you observe and after and/or teach each lesson. The reflection prompts and questions can be found on Blackboard.

Lesson Plans: Each pair of students will design and implement a thematic unit of three lesson plans for an elementary or middle school class. These lesson plan assignments will be discussed thoroughly in class.

Final Project and Presentation: Students will revise one of their lesson plans incorporating what they learned when they taught and reflected on the lesson. Students will present a truncated version of the lesson during the semester exam period.

Note: Assignments that are not submitted by the due date may lose up to 10% of total points possible each week late.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 -- 100</td>
</tr>
<tr>
<td>B</td>
<td>80 -- 89</td>
</tr>
<tr>
<td>C</td>
<td>75 -- 79</td>
</tr>
<tr>
<td>D</td>
<td>70 -- 74</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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**Note:** The UTeach program is dedicated to increasing the number of quality math and science teachers. As an incentive for students to ‘try out’ math and science teaching, Step 1 or Step 2 tuition is refunded to math or science majors (Biology, math, chemistry, physics, computer science, and engineering licensure areas.) who receive a C or higher in the course.

**Other Information**

**Professionalism:** It is important that emerging professionals always be aware of how they conduct themselves as professionals in a public arena. Professionalism consists of many attributes including being prepared for class, being on time, communicating clearly and respectfully, cooperating and collaboration with others even when you have a difference of opinion, sharing work responsibilities equitably when working within a group dynamic, and adhering to all the professional guidelines.

Additionally, all candidates pursuing teaching licensure in conjunction with the College of Education and Health Professions are expected to consider and apply the principles of the conceptual framework known as **Scholar-Practitioners**, throughout their program of studies. The Scholar-Practitioner is knowledgeable, skillful, caring and inquiring and is defined by the following seven tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

**Academic Honesty and Integrity:**

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy,’ which may be located at [http://provost.uark.edu/245.php](http://provost.uark.edu/245.php). Students with questions about how these policies apply to a particular course or assignment must immediately contact their instructor. Students who violate university rules on academic honesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Please be familiar with the Academic Integrity Policy.

**Inclement weather:** If you haven’t already done so, you need to sign up for the university’s RazALERT Emergency Notification System on your ISIS account. However, your field placement school may close even when the University has not closed, particularly in rural districts. Check school websites for closing information. **At any point in time, the expectation is that you will use sound judgment concerning your personal safety**