

SMED 101. STEP 1: INTRODUCTION TO INQUIRY-BASED APPROACHES TO TEACHING Spring 2017 Syllabus	
Instructor: Janice Davenport	
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Class Location: SKYTEACH BUILDING (SK) 109	
<p>Instructor's Office Hours:</p> <p>Monday/Wednesday: 12:30 p.m. – 2:00 p.m. @ SK 10</p> <p>Tuesday/Thursday: 8:15 a.m. – 9:15 a.m. @ GRH 1110; 12:30 p.m. – 1:30 p.m. @ GRH 1110</p> <p>Friday: Available via email: 7:00 a.m. – 8:00 a.m.; OFFICE HOURS AVAILABLE BY REQUEST</p>	

***Note: This document and other class related materials are available at <https://blackboard.wku.edu>.**

Course Description:

SMED 101 is an introduction to theory and practice necessary to design and deliver high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, create lesson plans and implement them during visits to elementary classrooms. Fieldwork required; students are responsible for arranging their own transportation to sites.

Prerequisites: None

Learning Outcomes: Upon completing this course, students will be able to:

- identify inquiry elements of a lesson
- write a lesson plan using the 5E lesson plan strategy
- use basic classroom management skills when teaching lessons

Textbooks and Required Materials:

- A physical, TB test, background check, and confidentiality affidavit is required. Check the School of Teacher Education web page (Teacher Admissions) or the course BlackBoard for information. (Documents are due the second week of class.)
- One-inch spiral notebook
- USB flash drive
- Availability to use a computer to check email and the course BlackBoard site daily

Major Course Topics:

- Inquiry-based Teaching
- 5E Lesson Plan Model
- Standards
- Learning Objectives
- Assessment
- Classroom Management

Description of Course Assignments/ Course Grading and Evaluation:**SMED 101 GRADE PLAN**

Students are expected to adhere to calendar for due dates and details for each item. A calendar and assignment details are located on the course BlackBoard.

	POINTS
*Teacher Orientation Meeting - Office of Teacher Services (Pre-assessment, Attendance)	5
Class Orientation (Syllabus/Course Quiz, Survey)	25
Content Topic: Inquiry-based Teaching/5 E Lesson Plan Model	35
Content Topic: Standards	30
Content Topic: Learning Objectives	30
Content Topic: Assessment	25
Content Topic: Classroom Management	25
**Teaching Cycle 1 (Lesson Plan, Teaching, & Reflection)	100
Teaching Cycle 2 (Lesson Plan, Teaching, & Reflection)	150
Teaching Cycle 3 (Lesson Plan, Teaching, & Reflection)	200
Formal Formative & Summative Assessments (Weekly Content)	150
***Field Experiences: Completion of Hours & Record Keeping	100
Professionalism (****Field Work Documents, Attendance, Class Participation, Field Experience Guideline)	125
TOTAL POINTS:	1000

*Attendance at a Teacher Orientation Meeting is required to pass the course.

**Completion of Teaching Cycle 1, Teaching Cycle 2, and Teaching Cycle 3 are required for the completion of the course. No make-ups granted for missing teaching event.

***Completion of 30 hours of approved field hours is required to pass the course.

****A cleared background check, physical, and TB test are required for beginning field experiences.

GRADING SCALE

90% - 100% (900 points - 1000 points) = A

80% - 89% (800 points - 890 points) = B

70% - 79% (700 points - 790 points) = C

60% - 69% (600 points - 690 points) = D

Below 60% or 600 points = F

Attendance and Participation Policy:

- Attendance is mandatory. Absences will affect a student's Professionalism grade. Students are expected to contact the instructor regarding any absences. If more than three classes are missed, a student should consider dropping the course.
- Students are expected to be in seats before the beginning of class; therefore, tardies will also affect a student's Professionalism grade. Two tardies will count as one absence.
- Participation in class is mandatory. Participation will also be part of the Professionalism grade.
- Participation in field experiences (including teaching) is mandatory. If approved, make-ups for field experiences will be made up after the beginning of the Fall 2017 semester.
- Additional information about the Professionalism grade may be found on the course BlackBoard site.
- If the Bowling Green WKU Campus is closed due to inclement weather and students miss the EDU 250 class, they are to check the course BlackBoard for assignment information. Information about assignments will be posted within 24 hours of the missed class. Do not attempt to travel on unsafe roads or in unsafe weather conditions.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

Total Number of Hours Required for SMED 101: 30
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3) Acceptable for EDU 250 Field Experiences:
Engagement with diverse populations of students
Observation in schools and related agencies
Student tutoring
Interaction with families of students
Field Experience Guidelines Summary (see BlackBoard for details):
<ul style="list-style-type: none"> • no observations until documentation is approved by the OTS and the INSTRUCTOR • no observations until placement is approved by the OTS and the INSTRUCTOR • types of field work require pre-approval by instructor • guidelines established by the School of Teacher Education and the instructor must be followed (see BlackBoard) • completion field experience forms, KFETS and other documentation will be required

Course Assignments and Experiences Related to:

- **The Kentucky Academic Standards (KAS)**
Students in SMED 101 will be introduced to the concept of using standards to guide instruction. The students will investigate math and science content standards in KAS to develop lesson plans. Students will design lesson plans based on their specific content areas. Lesson plans will be evaluated according to modified KTIP Performance Components.

- The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**
 Students in SMED 101 will use the Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction when reflecting on field experiences. Reflections will be completed for each day of observation and will be organized according to the teacher standards.
- Candidates Using the KAS Framework in Lesson Planning**
 Using a 5E lesson plan format, students in SMED 101 will develop lesson plans based on mathematics or science content standards found in the KAS Framework and then teach the lesson. Proficiency in developing and teaching the lessons will be based on modified KTIP Performance Components.
- Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**
 Students in SMED 101 will develop formative assessments for their lesson plans. A student's proficiency in developing formative assessments will be based on modified KTIP Performance Components. The students will evaluate models of formative assessments and models of question types used in both formative and summative assessments.

Course Assignments Serving as an Education Preparation Program "Key Assessment": NA

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

National Council for Teachers of Mathematics SPA Standard # and Description	Course Experiences and Assessments
Process Standard: Problem Solving	SMED 101 students will work collaboratively to design and teach lessons which require the students being taught to develop strategies to solve problems and then use the strategies to solve problems in other situations.
Process Standard: Connections	SMED 101 students will work collaboratively to design and teach lessons which require the students being taught to use multiple mathematical connections to solve problems.
Process Standard: Representations	SMED 101 students will work collaboratively to design and teach lessons which require the students being taught to represent their findings in multiple ways.