1. Course Basics

TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
SCI 397 S-800 Fall 2025
Mondays, Wednesdays, & Fridays: 4 – 4:50 pm Location: Online
Associate Professor: Dr. Rona Robinson-Hill

2. Instructor Information

Associate Professor: Dr. Rona Robinson-Hill
Elementary science education/Biology

3. Course Information

Course Description
Methods for teaching science concepts, skills, and attitudes are developed through classroom and clinical experiences. Special emphasis on making connections between science and other areas of the elementary curriculum. Prerequisite: 8 credits of science or permission of the department chairperson.

Prerequisites
Juniors and seniors' undergraduates

Course Objectives

Teachers will develop and promote a positive attitude toward science and the teaching and learning of elementary school science strategies, which are the major emphasis of this course. Activities and lessons are designed to model and develop inquiry skills necessary for effective science teaching. After completion of this course the pre-service teachers will be expected to demonstrate knowledge of:

- Science content and common misconceptions about science;
- Science academic standards;
- Science curriculum & science safety in the classroom and/or experiential setting;
- Recent trends, issues, and professional literature in science;
- Learn and implement theories in science education in a classroom and/or practicum program;
- Develop and promote a positive attitude toward science and science teaching and learning;
- Have a greater understanding of the nature of science, and how children learn science;
- Reflect, explore, propose ideas, and implement strategies that will enable preservice teachers how to teach science in an equitable classroom and/or experiential learning and/or after-school program;
- Demonstrate how to teach science concepts to elementary school children through inquiry-based activities in a practicum;
- Appreciate the importance of science teaching and the intellectual growth and development of elementary students;
- Understand how the use of assessment guides instruction;
- Apply the appropriate strategies to determine the progress of elementary students;
- Use Internet resources and multimedia in a science classroom;
- Demonstrate physical or life science principles with your peers and/or students in a science practicum using simple materials, proper laboratory techniques and safety measures; *
- Use a variety of curriculum materials and resources in elementary science; and
- Become confident in their ability to teach science effectively in a practicum program and in their future classroom.

INTASC Principles:

The content and experiences in this course identify with the following INTASC principles.

#1 Understands Content - *"The professional educator understands the central concepts, tools of inquiry, and the structures of the discipline (s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."*

#4 Variety of Instructional Strategies – *"The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills."*

#5 Designs Instructional Strategies – *"The professional educator uses an understanding of individual and group motivations and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation."*

#7 Plans and Integrates – *"The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

#8 Formal & Informal Assessments **–** *"The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Course Modality/Structure

SCI 397 is implemented virtually on Mondays, Wednesdays, and Fridays for 50-minutes/class. This section is comprised of residency and non-residency students. In order to serve both groups equitably each residency student will be assigned 1-2 non-residency students to share best practices to assist with issues, concerns, and content shared in this course. These groups are called *Peer Supporters*. The students will participate in specific content modules each week. The BSCS 5E Learning module will extend over several weeks. The weekly modules which will include content readings/discussions, inquiry labs facilitated by the professor, formative and summative assessments, group and individual assignments. The majority of assignments and/or assessments are due on Mondays, Wednesdays, and Fridays.

The Ball State University Conceptual Framework

Expertise	Engagement	Context
Candidates enrolled in SCI 397 reflect on the Nature of Science as a process for learners; evaluate traditional and currently utilized methods of science instruction; and create meaningful learning activities and lessons for the elementary classroom. As a result of these experiences and reflections, candidates will begin to build the kind of expertise they will need to be a successful teacher of elementary level science.	Candidates enrolled in SCI 397 learn by doing. They learn the value of "hands-on/minds-on" pedagogy by engaging in hands-on/minds-on" science lessons in the methods classroom and by teaching such lessons to elementary students and/or peers. Candidates learn to use planning and teaching strategies that enable them to design and carry out effective science instruction in a classroom and/or experiential setting.	SCI 397 includes creating and implementing a group lesson plan using the BSCS 5E Learning Model with your peers for grades K-5. These experiences contextualize science teaching and learning theory and helps candidates to construct their own understanding of the importance of science to the overall elementary curriculum when using them.

Course Content and Inquiry Labs from each Reading
Reading expectations:

There are several readings for this course. All students are responsible for preparing before every class meeting. This preparation includes reading the textbook chapters and/or journal readings, take notes and come prepared to reflect on the readings as an individual and with your table peers.

- Exploring Science Safely (ESS) requires each student to thoroughly read each chapter, take notes. Come to class prepared to participate in an engaging discussion about the content in each chapter. Each student will answer all of your assigned questions for each chapter in the Safety PPT. The questions will be provided in class, and the response(s) will be completed for HW in the Safety PPT Google-doc.

- Biological Science Curriculum Study (BSCS) 5E Learning Model requires each student to read & take notes from the resource readings; articles using the BSCS 5E Learning model; and add your notes (minimum seven attributes/section/phase) & teacher questions/phase to the graphic organizer. *Submit graphic organizer on Canvas by the due date, see schedule.* The culminating activity from the boot camp is a group lesson plan using NGSS grade level science standards from life or physical science using the BSCS 5E Learning Model. *Some residency students may teach their group lesson plan in their residency. This is not a required expectation.*

- For the Inquire Within (IW) (C. 1, 3, & 5) & Elementary Science Methods (ESM) (2, 4, 6, 7, 8) readings the students will read, take notes, and write an individual & table reflection for each chapter. For readings IW C. 1 & 3, & ESM C. 2 & 8 we will participate in a hands-on, minds-on inquiry with me as the facilitator for each one of these chapters. Reading responses' individual reflections will be completed *before* the class period we will discuss the chapter, and the table reflection will be completed in class and the reflection document will be submitted the day the chapter is discussed.

Professor Facilitated:

- Safety in the Elementary Classroom
- BSCS 5E Learning Model Bootcamp
- Constructing an Understanding of Science Inquiry (IW C. 1)*
- Choosing to Become an Inquiry-based Teacher (IW C. 3)*
- Different Approaches for Teaching Inquiry (IW C. 5)
- Science Education Today (ESM C. 2)*
- Constructivism in Elementary Science Education (ESM C. 4)
- Science Education for Students with Diverse Perspectives (ESM C 6)
- Science Education for Students with Learning Differences (ESM C. 7)
- Assessments (ESM C. 8)*

**Readings students will participate in inquiry activities virtually with materials provided by the professor and/or student.*

4. Course Materials

Required Course Texts & Readings:

1. Kwan, T., Tetley, J. (2002). Exploring Safely: A Guide for Elementary Teachers. National Science Teachers Association Press (NSTA). Available on Canvas

2. Martin, D. J. (2008). Elementary Science Methods - A Constructivist Approach. Delmar Publishers. New York. Student available Ball State First Day (rental) or for purchase from Amazon. by week 4.

3. Inquire Within. Implementing Inquiry -and Argument-Based Science Standards in Grades 3-8. 3rd edition. By Douglas Llewellyn. Corwin Press. ISBN # 978-1-4522-9928-0 (pbk). Available on Canvas

Additional Resources: (All provided by professor)

1. *Science and Children* (2010-2023)- National Science Teachers Association Press
2. *Science Scope (2010-2023)* - National Science Teachers Association Press
3. Triumph Learning Science curriculum for IN

Required Materials:

Hard-copy or download to a SCI 397 folder on your personal computer:

1. Syllabus & Personal Planner (Hard copy or electronic resource to record course HW assignments and important information to be successful in the course.)
2. IN & NGSS Science Standards (Your grade level only) (K-5) http://www.nextgenscience.org/next-generation-science-standards.
3. Make sure you complete the BSU Immersive learning form, sign and re-upload to Canvas by the due date posted on Canvas.
4. Laptop computer & reliable Internet.

5. Course Assignments and Assessments

Course Assignments:
All students are required to complete the following assignments: review the rubric for each assignment; and submit the assignment for evaluation on Canvas. All of the assignments in this course are weighted and any assignment connected to the BSCS 5E Learning Model is worth 50 % of your grade. Each student is provided two unexcused absences; participation points will not be award for missed classes unless the absence is excused with an official note and submitted to the professor.

#	Assignments	Percentage (%)
1	Attendance & Participation & Introductory Activities	5
2	Safety readings (5); Content Reading Notes (~10); Safety Manual & Contract (1); 5E Learning Model Boot camp Reading Resource (4) & BSCS 5E Learning Model article (1); content quizzes (2)	20
3	Science inquiry labs (~4); Lesson Plan Development (1); Peer/Self Evaluations (1); & Teaching science in practicum & reflections (~7 Days, 30-45 min./day), optional (TBD).	50
4	Mid-semester Exam; Final Exam & Study guide Qs (~5)	25
	Total points	100

See tentative schedule for due dates. Remember due dates can changed at the discretion of the professor. No late assignments will be accepted, except approved BSU exceptions.

Canvas information:

Canvas is organized by content and/or by week. Please review each assignment rubric before class and bring any questions you have to class. The assignment and/or date to review the rubric will be discussed in class and recorded in the PPT on the HW assignment slide before the assignments are due. All assignments submitted to Canvas have a due date/time to submit.

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

Course Grading Scale
All formative and summative assessments will evaluate your content and application knowledge based on all the teaching and learning experiences used in the course. You must earn a 70 % or higher to move to the next level in your teaching program.

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 60%
F	<59% - 0%

6. University Policies and Statements

University Statement
We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression
In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Attendance:
Each student will document their daily attendance using the daily attendance link using their BSU login. This link contains specific links and information pertinent to your success in this course. (Document your attendance BEFORE CLASS BEGINS):

https://docs.google.com/spreadsheets/d/14vFUxUpG8LCPIZ4s90dLLHjybyoS8m1J4uC_GCpK92g/edit?usp=sharing

I will use this data to document your attendance in Canvas daily. You will receive two unexcused absences for the semester. You must submit documentation to excuse this absence before or after the absence. Absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in university - or department - approved activities, and university advisories. In general, students are expected to notify all their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested.

Title IX:
Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant chooses to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy:
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy
Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement:
No Use of Generative AI Permitted:
All work conducted and/or submitted in this course must be your own, completed in accordance with the Ball State University's Student Academic Ethics Policy. You may not collaborate with or make use of ChatGPT or any other generative AI applications at any time to develop materials submitted in this course.

7. Student Support Services

The Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.
Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub
If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center
The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources

through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.

8. Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.
Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

9. Course Expectations and Policies

Course Participation Expectations:

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates on Canvas and in the schedule.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will grade your assignments, and projects within 5 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- No late assignments will be accepted unless you have an official notice.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or as a .pdf unless otherwise indicated in the assignment description.

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

10. Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. I encourage you to check the schedule regularly for updates and contact me if you have any questions.

Assignment & Course Expectations

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
1-2	8/18 – 8/25	Introductory activities		Create an Introductory PPT slide to share in class	All students
2	8/25	Exploring Science Safely (All readings on Canvas) Complete assigned Safety Qs **Mon.:** Meet your Peer team Download Safety resources Discuss expectation of Safety PPT assignment Locate Study guide in Google-doc; Open/Discuss Study guide expectations **Wed.:** Create and individual & group reflection for ESS C. 2 **Fri.:** Finish introductory activity Create group reflection in peer groups for ESS C. 3 Share answers for ESS Qs C. 2 & 3	2-3	**Mon:** Read & Take notes C. 2; answer select Q on Safety PPT; Answer one Safety Q on Study guide. **Wed.:** Read & Take notes C. 3; answer select Q on Safety PPT & create an individual reflection on the impact of the information on your teaching; Answer one Safety Q on Study guide. **Fri.:** Read & Take notes C. 4; answer select Q on Safety PPT& create an individual reflection on the impact of the information on your teaching; Answer one Safety Q on Study guide.	All students

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
3-4	9/1 – 9/8	Exploring Science Safely (All readings on Canvas) Complete assigned Safety Qs **Week: 3** **Wed.:** Create group reflection in peer groups for ESS C. 4 Share answers for ESS Qs C. 4 **Professor** will share information for ESS C. 1 **Fri.:** Create group reflection in peer groups for ESS C. 5 & 6 Share answers for ESS Qs C. 5 & 6 Student share Safety Qs. ESS C. 4 & 5 **Week: 4** **Mon.:** ESS Testimonials for success Meet with peer supporter to discuss ESS testimonials Share expectations for Safety Manual & Contract Define Precision & Accuracy Share Safety Qs. ESS C. 6 Begin Inquiry Activity #1 **Wed & Fri** Meet with peer supporter Continue Inquiry Activity #1	4-6	**Week: 3** **Wed.:** Read & Take notes C. 5 & 6 answer select Q on Safety PPT for both chapters & create an individual reflection on the impact of the information on your teaching; for both chapters. Answer one Safety Q on Study guide. **Thur.:** Read & Take notes C. 6; answer select Q on Safety PPT; Answer one Safety Q on Study guide. **Week: 4** **Mon.:** Begin designing Safety manual & contract Upload to Canvas first draft one Safety page, cover page, & Safety contract. Due: 9/9/25 @ 11:59 pm **Wed.:** **Wed. - Fri.:** Finish Designing Safety Manual & Contract Upload to Canvas Final-draft of Safety Manual & Contract, Friday, 9/12/25 @ 11:59 pm HW: Complete Safety Quiz (9/12 - 9/16 @ 11:59 pm) Bring ESM Textbook to next class.	All students

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
5	9/15	**Mon.:** Meet with peer supporter Finish Inquiry Activity #1 Document Student textbook Share expectations & rubric for 5E Learning. **Wed.:** BSCS 5E Learning Model Bootcamp Begins (All readings on Canvas) Meet with peer supporter Choose an article to read, take notes, & critique. Share expectations & rubric for 5E Learning. Bootcamp Document if students has the required Elementary Science Methods Textbook Upload to Canvas Precision & Accuracy data sheet @ 11:59 pm **Fri.:** Meet with peer supporter Meet with peers that read the same article & share notes.		**Week: 5** **Mon.:** Read & Take notes BSCS resources, Complete BSCS Graphic organizer, column #1 Due Wed. Upload graphic organizer to Canvas by 12 noon **Wed.:** Read & Take notes Complete BSCS Graphic organizer, column #2 & article critique Due Fri. Upload graphic organizer to Canvas by 12 noon **Fri.:** Bring in science standard for group LP	All students

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
6 - 7	9/22 – 9/29	BSCS 5E Learning Model Bootcamp Continues **MWF:** Meet with peer supporter **Week 6** **Mon.:** Meet in Group LP groups Choose LP science standard **Wed. & Fri.** Group LP Development Create & first draft (Three class periods) **Week 7** **MWF** Meet with peer supporter Meet in Group LP groups Group LP Development Create second draft (Three class periods) **Wed.:** Share Qs for the Mid-term, make sure all your Qs are complete on the study guide.	NA	**Week: 6 & 7** **MWF** In-class & HW: Create & first draft (Week 6); **Wed.:** Bring in one resource to design your Group LP; **Fri.:** Upload to Canvas **Classroom Observation document** **MWF** Create second draft (Week 7) **Mon.:** Bring in one resource to design your Group LP; **Fri.:** **Mid-term** opens 10/3/25 and will close on Canvas on Friday, 10/10/25 @ 11:59 pm	All students
8	10/6 Fall Break	**Week 8:** **Wed. & Fri:** Meet with peer supporter Meet in Group LP groups Group LP Development Create third draft	NA	**Week 8:** **Mon.:** Bring in third resource to design your Group LP; **WF** Finish third draft Group LP (Week 8)	All students
9	10/13	**Week 9:** **MWF** Meet with peer supporter Meet in Group LP groups Group LP Development Create final draft **Complete P/S LP Evaluation** Upload to Canvas at the end of class.	NA	**Week 9:** **M &W:** In-class & HW: Finish final draft ; **Fri.:** One teacher upload to Canvas final draft of Group LP before Friday, 10/17/25 @ 11:59 pm	All students

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
10	10/20	**Mon.:** Meet with peer supporter Download Inquire Within readings & save to your SCI 397 folder **Wed.:** Meet with peer supporter Participate in Inquiry Activity #2 IW C. 1 **Fri.:** Meet with peer supporter Begin in Inquiry Activity #3 IW C. 3	NA	**Mon.:** Read & Take notes & Create Individual Reflection IW C. 1; **Purchase** two pieces of fruit; Answer one Q on Study guide. **Wed.:** Read & Take notes & Create Individual Reflection IW C. 3; **Print out/cutout** your two Bug-O-Copters Answer one Q on Study guide.	All students
11	10/27	**Mon.:** Meet with peer supporter Finish in Inquiry Activity #3 IW C. 3 **Wed.:** Meet with peer supporter Submit your reflection after class @ 11: 59 pm IW C.5 Upload to Canvas IW C. 1 data sheet @ 11:59 pm **Fri.:** Review Group LP scores Upload to Canvas IW C. 3 data sheet @ 11:59 pm	Inquiry C.1	**Mon.:** Read & Take notes & Create Individual Reflection IW C.5; Answer one Q on Study guide. **Wed.:** Purchase and/or gather materials to teach your LP **Fri.:** Read & Take notes & Create Individual Reflection ESM C.2; Answer one Q on Study guide. **Complete IW Quiz** The quiz will open today and close on Wed., 11/5/25 @ 11:59 pm	All students

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
12	11/3	**MW.:** Meet with peer supporter Begin in Inquiry Activity #3 ESM C. 2 **Fri:** Meet with peer supporter ESM C. 4 Submit your reflection after class @ 11: 59 pm Upload to Canvas ESM C.2 data sheet @ 11:59 pm Residency Teacher finalize preparations for teaching the LP in the Residency. **Teaching in the Residency begins next week.**	Inquiry 3 & 5	**Wed.:** Read & Take notes & Create Individual Reflection ESM C.4; Answer one Q on Study guide. **Fri.:** Read & Take notes & Create Individual Reflection ESM C.6; Answer one Q on Study guide.	All students
13	11/10	**During the Practicum** **Mon.:** Implement **Pre assessment** & sign Safety contracts **Wed.:** Implement **Engagement** phase **Fri.:** Implement **Exploration** phase In-class **Mon.:** Meet with peer supporter Share results from pre-assessments **Wed. & Fri:** Meet with peer supporter ESM C. 6 & 7 Submit each reflection after class @ 11: 59 pm	ESM C. 2 & 4	**Mon.**: Read & Take notes & Create Individual Reflection ESM C.6; Answer one Q on Study guide. **Wed.:** Read & Take notes & Create Individual Reflection ESM C.7; Answer one Q on Study guide. **Fri.:** One teacher upload to Canvas the Publishable final-draft of Group LP Friday, 11/11/25 @ 11:59 pm. Bring-in first draft of Philosophy of Teaching to next class.	All students

Weeks	**Date**	**Expectations for Classroom**	**Read Chapter**	**Expectations for HW**	**Student Facilitators**
14	11/17	**During the Practicum** **MW:** Implement **Explanation** phase **WF.:** Implement **Elaboration** phase In-class **Mon.:** Exchange the first draft of Revised Philosophy of Teaching with a peer for a peer edit **Wed.:** Meet with peer supporter Begin in Inquiry Activity #4 ESM C. 8 **Fri:** Meet with peer supporter Review peer comments Finish in Inquiry Activity #4 ESM C. 8	ESM C. 6 & 7	**Mon.:** Read & Take notes & Create Individual Reflection ESM C.8; Answer one Q on Study guide. **Wed.:** Return peer's Revised Philosophy of Teaching statement in next class. **Fri.:** Upload to Canvas First/Final-draft of Revised Philosophy of Teaching Statement Friday, 11/21/25 @ 11:59 pm.	All students
15	11/24	**During the Practicum** **Mon.:** Implement **Evaluation** phase In class Upload to Canvas ESM C.8 data sheet @ 11:59 pm **Thur.:** **Thanksgiving holiday, no class**		**Happy Thanksgiving!!!**	Residency students only

Weeks	Date	Expectations for Classroom	Read Chapter	Expectations for HW	Student Facilitators
16	11/30	**During the Practicum** **Mon.:** Implement **a review & post assessment** In-class **MWF:** **Mon.:** Create individual Study Guide Qs/references. **WF:** Closing Activities		**Wed.:** All teachers upload to Canvas Individual Study Guide Qs completed/references. Wednesday, 12/3/25 @ 11:59 pm.	All students
17	12/8	**Mon.:** Final class **Final Exam** opens on Tues., 12/9/25; closes on 12/12/25		Final Exam opens on Tues., 12/9/25 @ 7 am; closes on 12/12/25 @ 5 pm	All students

11. Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.