

Independent Study Course Syllabus

Course Number: SCI 915**Course Title: Classroom Science - Matter and Energy (Methods and Activities)**☐ Online ☒ Distance Learning

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Units: 3
Grade Level: K-12

Course Description:

This methods course is designed to explore how the study of Matter and Energy can be used to enrich the science programs. The participants are required to complete and evaluate a planned series of Labs and/or experiences with their students. This course is in alignment with the California State and National Science Standards. Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects are included in lesson plans and assignments. All of these labs and/or experiences may be used with children in the classroom, home, and/or neighborhood.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Requirements:

1. The teacher is to do 15 Labs and/or Experiences with his/her class. Fill out a evaluation sheet for each assignment that you do. These are not required for experiences.
2. The teacher may write Labs of her/his own.
3. The teacher is to list the State and/or National Science Standards and Common Core Literacy Standards in Science that were met teaching each experiment.
4. Write a one page report describing how this class enhanced your curriculum.

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Content Standards:

The outcomes and course materials are aligned to and are supported by the six Science Teaching Standards, which are contained in the National Science Education Standards and can be located at http://www.nap.edu/openbook.php?record_id=4962&page=1

Content standards for labs and experiences in this course are aligned to the National Science Education Standards that can be applied to each of the grade level content areas for : Unifying concepts and processes in science. Science as inquiry. Physical science. Life science. Earth and space science. Science and technology. Science in personal and social perspectives. History and nature of science. Students will apply grade level standards applicable to their state or local district standards.

<http://corestandards.org/the-standards>. Download Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

Primary Learning Outcomes.

1. Teachers who take this course will demonstrate how to make science learning relevant to daily life.
2. Teachers will know how to effectively present the study of Matter and Energy in a variety of situations.
3. Teachers will be able to articulate how the State and/or National Science Standards were met using this material.
4. Teachers will be able to see a process on how to teach this material effectively.
5. Teachers will design, conduct, evaluate and communicate scientific investigations.
6. Teachers will be able to demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.
7. Teachers understand how scientific knowledge and technological developments impact society.

Schedule of Topics and Assignments.

Take a look at the curriculum required by your district. Perform the labs and/or experiences included in this course that are appropriate to meet the needs of your district. By doing the labs and/or experiences, you will be able to become more proficient in your ability to communicate with your students, parents, fellow teachers and administration.

Labs and experiences are designed with the busy life of a teacher in mind. The labs and/or experiences are designed to give you a basic format from which to develop the concepts.

Grading and Rubrics

Check Grading Rubric for points given.

Common Core

To help English language learners attain the competencies stipulated in the Common Core State Standards (CCSS), educators need to both plan and deliver rigorous instruction both in the content areas and in promoting English language proficiency. Effective instruction in content

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areas involves recognizing the challenge, and teaching effectively, including implementing and evaluating sheltered instruction, and incorporating the teaching of academic language. Academic language should of course be incorporated into ELD instruction. Other practices to promote English language proficiency include daily language instruction, structured student talk, grouping, encouragement of verbal interactions, and sufficient duration of services. Moreover, school and district factors, such as "coherent schoolwide goals, ongoing assessment of student learning, strong leadership, and ongoing professional development linked to goals and assessments" play a positive role in English language learners' achievement.

Academic Policies

Reducing Number of Units

Students are not permitted to reduce the number of units in an independent study or online course for which they are enrolled.

Receiving Credit

Students must submit satisfactorily completed coursework to the instructor in order to receive credit. The postmark on coursework mailed or date of final email/upload to the instructor determines the completion date. Upon completion of the coursework, it is then the student's responsibility to submit the online grade form to the instructor:

Students may not receive credit for duplicate courses. Grades will not be posted until all tuition and fees have been paid to the university.

Grading System

Independent Study Courses are graded as either "A," "B" or "Credit," "No Credit." "Credit" is equivalent to a letter grade of "B." A grade of "No Credit" will be issued if coursework does not meet the course requirements. Students must choose a letter grade or grade of Credit when completing the online grade form. The default grade is "Credit."

A grade of "No Credit" will automatically be issued if coursework is not completed within one year from date of registration, and an extension has not been requested.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

Re-Enrollment

Students may re-enroll in Independent Study Courses if they have previously received a grade of “No Credit.” Current tuition/fees will apply.

Grade Appeals

Grade appeals must be made within one year from the date the grade report was issued. Appeals must first be presented to the instructor. If necessary, a second appeal may be made to the CPD Director of Independent Studies, and finally to the Continuing Education Executive Director.

Important Note: Health/Physical Education (HPE) and Computer Technology (TEC) courses do not fulfill the computer or health component requirements for the California Clear Credential.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
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Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.