

Course Information and Class Location**TNTX 1300- FALL 2012**

Section 002

Tuesdays & Thursdays 6:00 p.m. – 7:20 p.m.

CHEM 235

Instructor: Dr. Kristin Sherman, TNT Master Teacher Office: Marquis 133 Office hours: Mondays & Wednesdays 2:00 p.m. – 4:00 p.m. Office phone: 940-565-2248 Cell phone: 936-707-1837 Email: Kristin.Sherman@unt.edu	Teaching Assistant Melanie Fields Office: Marquis 127 Office hours: Mondays & Wednesdays Office phone: Cell phone: 903-450-7133 Email: Melanie.Fields@unt.edu
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Course Prerequisite(s)

- Be classified as a junior or senior
- An interest in exploring teaching as a career

Required Supplies

USB flash drive (1GB or more storage capacity, recommended)

Blackboard Vista Web site

<http://ecampus.unt.edu> or <http://webct.unt.edu>

Course Requirements

Students must be able to:

- Travel off campus during the school day to observe and teach lessons
- Create Microsoft® Word documents
- Check Blackboard Vista email daily
- Check TNT g-mail account daily, once lesson planning begins with your mentor
- Attach Microsoft® Word documents to e-mail messages
- Check the Blackboard Vista course web site daily.

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

Course Description/Overview

This course will provide students with...

- an opportunity to explore mathematics or science teaching as a career.
- early field experiences in teaching at the middle school level.
- an introduction to inquiry-based instructional techniques.

What happens in this course:

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students teach math or science lessons in middle school classrooms in one of the area school districts. Students attend 80 minutes of class on campus twice a week, where they learn to design and deliver excellent inquiry-based lessons.

Students who want to explore a teaching career will become familiar with the middle school environment by observing and discussing middle school culture and by teaching several lessons to a middle school class. They build upon and practice inquiry-based lesson design skills that are developed in class and also become familiar with exemplary science curricula for the middle school setting. As a result of three classroom teaching experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the TNT program.

Students will work with a partner and present three lessons in a sixth, seventh, or eighth grade classroom during the semester. There will also be three classroom observations: two in a middle school classroom and one in an elementary classroom. Students will be assigned to a classroom that has been selected both for the diversity of the student body and for the quality of the classroom teacher. Each team of students will be assigned a classroom teacher mentor and a TNT instructor who will work with them to improve their teaching abilities as the semester progresses. The classroom teacher remains in the classroom at all times and provides immediate feedback on the quality of the instruction. A TNT instructor or staff member will observe and provide feedback on the quality of instruction for at least two of the three lessons.

In-class instruction will provide students the opportunity to work with instructors and teaching assistants to: (1) learn how to write a strong inquiry-based lesson; (2) learn to use technology equipment appropriate to the middle school classroom; (3) develop and organize teaching materials, and (4) practice classroom instruction.

Course Schedule

Class	Topic
Week 1:	Course Orientation, the 5E model, Mathematic & Scientific Inquiry
Week 2:	Understanding Adolescents & Writing Measureable Objectives
Week 3:	Writing a 5E lesson plan & Questioning Strategies
Week 4:	Preparing to Teach Lesson 1
Week 5:	Diverse Learning Styles & Assessment Strategies
Week 6:	Pre- and Post-assessments & Revising Lesson 2
Week 7:	Cooperative Learning & Preparing to Teach Lesson 2
Week 8:	Using Internet/Technology for Instruction & Reading and Vocabulary Strategies
Week 9:	Student Diversity & Special Needs Students
Week 10:	Preparing to Teach Lesson 3, Introduction to Final Project
Week 11:	Writing Clear Directions & Focus on Explanation
Week 12:	Technology and Inquiry
Week 13:	Essential Features of Inquiry & Using Data for Lesson Revision
Week 14:	Preparation for Final Project
Week 15:	Final Project Presentations

Course Objectives

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
utilize mathematics and science content knowledge to design and teach middle school lessons aligned with district curriculum.	<ul style="list-style-type: none"> one paragraph in each of three lesson plans that provides background information on the concepts presented content accuracy throughout each lesson plan content knowledge observed by the mentor teacher and the master teacher
utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> participation in model lesson demonstrations presented in class sources cited accurately in each lesson plan
determine personality and learning styles using survey instruments such as the Keirsey temperament sorter and Gardner's multiple intelligences and discuss the implications for teaching and learning.	<ul style="list-style-type: none"> completion and analysis of survey instruments participation in class discussions on the implications of personality and learning styles for teaching and learning
identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.	<ul style="list-style-type: none"> participation in a class session that addresses the unique attributes of adolescents one paragraph in each of three lesson plan that indicates why the instructional strategies are effective for adolescents effective instructional strategies observed by the mentor teachers and master teacher
design and teach inquiry-based lesson plans using safe practices and the 5E Instructional Model.	<ul style="list-style-type: none"> three inquiry-based lesson plans using the 5E template that include safety recommendations written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school written feedback by the master teacher for at least one inquiry-based lesson taught in a middle school
write performance objectives and assessments of those objectives for each lesson	<ul style="list-style-type: none"> performance objectives and corresponding assessments included in each lesson plan
discuss strategies for achieving instructional equity and adapt teaching strategies to meet the needs of diverse students, including English Language Learners (ELL) students.	<ul style="list-style-type: none"> participation in class discussions evidence of literacy and vocabulary development and varied instructional strategies in lessons.

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
demonstrate proficiency in the use of technology for productivity purposes	<ul style="list-style-type: none"> • electronic communication with instructor • postings to Blackboard • technology lessons • effective use of PowerPoint, Excel, and Microsoft Word
design and teach lessons that incorporate the use of technology.	<ul style="list-style-type: none"> • participation in technology activities during class • a minimum of one lesson plan that incorporates the use of technology • written feedback from the mentor teacher indicating that a minimum of one lesson incorporated the use of technology
use probing questions to elicit feedback on students' acquisition of knowledge.	<ul style="list-style-type: none"> • participation in class discussions on questioning strategies • extensive examples of possible questions and expected responses listed in each lesson plan • written feedback for every lesson from the mentor teacher, indicating the effective use of questioning strategies
use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.	<ul style="list-style-type: none"> • analysis of the use of pre- and post-assessments to evaluate student learning • pre- and post-assessments with written comments for instructive feedback for lesson plans • use of pre- and post-assessments to revise one lesson plan
provide instructive feedback to peers.	<ul style="list-style-type: none"> • written feedback provided to peers who present their lessons during class
reflect on teaching experiences to revise lesson plans.	<ul style="list-style-type: none"> • student essays produced after observation and teaching experiences • one revised lesson plan submitted as a final project • essay providing rationale for revisions to the lesson plan
assess commitment to pursue teaching as a career path.	<ul style="list-style-type: none"> • survey indicating intention to pursue teaching as a career path

COURSE EXPECTATIONS

Attendance and Professionalism

1. During class, you will: (1) plan and practice your lessons with your partner; 2) get feedback from the instructor and other members of the class regarding your lesson; and 3) observe and learn from demonstration lessons, readings and other resources. Because the course meets twice per week and there are no textbooks, most topics and activities are covered only during class sessions. Missing class means that you will miss required information and experiences. The workload for each of the three lesson plans will be shared with a partner. 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 how and when you will get together!
2. Attendance and punctuality are expected in this course. Daily roll will be taken and you will be responsible for signing the attendance sheet each class period. Tardiness and absences will count toward final grade reduction. **Three tardies = 1 absence; 3 absences = one letter grade lowered, 4 absences = two letter grades lowered, 5 absences = three letter grades lowered, 6 or more absences = failure in the class.**
3. **Professionalism:** You are in training to be a professional, so you need to act like one. Many times in this class, other people will depend on you for a variety of matters. It is expected that you not let these people down. If at any time in the semester the instructor discovers that you are not acting as a total professional, points will be deducted from the final grade. Things that may warrant deduction are (but are not limited to): irresponsibility as discussed above, unprofessional communication with a professional, failure to communicate changes in teaching schedule to TNT, excessive tardiness or laziness that affects your partner, unprofessional dress, rudeness, inappropriate use (and abuse) of cell phones and/or laptop computers, or anything else that might reflect poorly on TNT/UNT. Point deductions are totally at the instructor's discretion.

Communication with Instructor, mentor teacher, and classmates

4. Use your **UNT e-mail** for communication with the course instructor.
5. **All assignments will be submitted via Blackboard by the designated due date.**
6. **Late Assignments Policy:** Assignments must be submitted on the date indicated on the course outline. If teaching the lesson has to be delayed because final approval has not been granted, the lesson plan will be given no more than half credit. **Late work will not be accepted.** Assignments are due by midnight (defined as between 11:59 p.m. and 12:00 midnight)
7. **How to Submit Assignments:** In order to ensure proper credit, all assignments as well as any attachments must have the following elements included in the subject line and on the attachment: Your Last Name, First Initial of First name and assignment title. (Ex: Walls_T_ Lesson 2 Final Draft). For assignments posted on Blackboard discussions, the subject line should include: Your Last Name, First Initial of First Name, and topic. (Ex: Walls_T_ Lesson 1 Reflection)
8. Communication with mentor teachers will be via UNT email (name@my.unt.edu). The instructor must be cc'd on the communication.

9. Instructors will respond to student e-mails within 2 working days (48 hours). Working days do not include weekends or holidays. Your instructor will more than likely be more prompt in responding and would possibly respond on weekends and holidays.
10. Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard's e-mail, bulletin board, and/or chat. The use of University-based electronic media is governed by University policy. Violation of University policy will result in loss of privileges and significant loss of points in this class.
11. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors may not be able to respond to last minute requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware. **If you have a question, please be sure to write "Question" in the subject box so your question will have priority over assignments to be graded.**
12. Check the course Web site daily for class information and updates.

Field Experiences

13. Remember that we are guests in the mentor teacher's classroom. Be quiet and courteous when observing.
14. Use a structured approach to record observations of your middle school classroom.
15. Complete and submit written lessons plans to both your instructor and your mentor teacher, and practice them in class according to the announced schedule.
16. Collect samples of student work and provide instructive feedback as evidence that they meet the stated objectives of a lesson.
17. Submit essays that respond to specific questions for reflection on the observation and teaching experiences within 24 hours after you observe or teach a lesson. As a final project, you will revise a lesson to improve it, basing changes on personal reflection, analysis of students' work, and feedback from mentor teachers and TNT instructors.
18. You are required to submit lesson plans to your mentor teacher via e-mail **at least one week before teaching the lesson**. Be sure to copy your TNT instructor and your partner when you e-mail the lesson plan to your mentor teacher. The TNT instructor must give final approval for each lesson no less than four days before you teach it. Otherwise, the lesson must be rescheduled for a later date and points will be deducted (see grading policy).
19. Any and all materials, including copies of handouts/worksheets, which will be needed to teach your lesson, must be requested through the instructor or TA for your class no later than one week prior to teaching your lesson. There is a form for materials and a separate form for copies that must be filled out completely and given to the instructor. The instructor will let you know when your materials and/or copies will be ready for you to pick up. If an emergency comes up (such as your teacher changes their mind on what to teach the day you are there), please contact the instructor or TA **ASAP** so that we can help you get ready. Waiting until the last minute or forgetfulness on your part does not constitute an emergency.
20. Be well prepared and arrive at least 30 minutes before your scheduled teaching time. Arrive one hour before a technology lesson to troubleshoot and set up technology equipment.
21. Learn and use the name of your students. Use nametags or name plates so that you can call

students by their names throughout your lesson.

22. Observe all school district rules, policies, and procedures. Sign in at the front office of the school each time you visit. Dress professionally. Check district guidelines for teachers' dress code.
23. If you experience a serious emergency and you must miss your scheduled teaching day, notify your partner, your mentor teacher, and your TNT instructor *as soon as possible*. Your partner will teach the lesson alone if necessary. Do not miss your teaching assignment due to a transportation problem. Seek help by calling a cab, taking a bus, or calling your instructor. **ONLY AN EXTREME EMERGENCY CONSTITUTES A VALID REASON FOR MISSING A TEACH!!** The mentor teacher and a classroom full of students are depending on you to be there when you say you'll be there.

Field Experience Expectations

You will be assigned to a 6th, 7th or 8th grade math or science class at a local middle school. You will be expected to:

1. Attend a scheduled meeting to meet your mentor teacher on Saturday, September 15th to set your observation dates and three teaching dates, and to plan the topics for teaching. Failure to attend this meeting will count as an absence in the class.
2. Report any problems you have immediately to your instructor. Almost all problems can be solved. Don't let them fester.
3. If the instructor or your mentor teacher determines that you are not prepared to teach as scheduled, you will be required to reschedule the lesson.
4. If you fail to show up to teach a planned lesson without adequate notice, you could be administratively dropped from the course. It is up to the discretion of the instructor and the mentor teacher to decide if you will be allowed to reschedule.

If a true 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. Keep these phone numbers with you. Your partner should teach the lesson alone if necessary. Do not miss your teaching assignment due to a transportation problem. Seek help!

TNT Office 940-565-2265

Dr. Sherman 940-565-2248 (office) 936-707-1837 (cell)

Executive Taxi 940-591-1152

AA Shuttle & Taxi 940-566-2744

Assignments/Grading Policy *Specific dates are meaning by midnight of that date*

ASSIGNMENT	DUE DATE	GRADING RULE	POINTS POSSIBLE	POINTS EARNED
Syllabus Scavenger Hunt	9/1/12	Completion	3	
Technology Proficiency	9/6/12	Completion	3	
Reading Reflections (3)	9/13/12, 9/19/12 & 9/24/12	Completion – 3 points each	9	
Teacher Resources from the Internet	10/27/12	Completion	5	
Observation Reflection	Within 24 hours of completing observation	Completion – 4 points each	12	
Lesson Plan Draft	1 st – 9/23/12 2 nd – 10/9/12 3 rd – 10/30/12	3 points each	9	
Lesson Plan Final	1 st – 9/27/12 2 nd – 10/16/12 3 rd – 11/6/12	Combined plans showing revisions made – 5 points each	15	
Teaching Lessons	Depends on teaching schedule	3 points per teach	9	
Lesson Reflections	Within 24 hours of completing teaching	4 pts per observation	12	
Final Project	12/5/12	Rubric	25	
Total Possible Points			102 points	

Grading Scale for TNTX 1300

90 – 100 = A

75 – 79 = C

Below 70 = F

80 – 89 = B

70 – 74 = D

Policies

Dropping the Course: Refer to <http://essc.unt.edu/registrar/schedule/fall/withdraw.html> for information regarding deadlines regarding dropping courses. Please keep in mind that you will not receive a full reimbursement for the course if you drop the course after September 12, 2012. Refer to <http://essc.unt.edu/saucs/payment.html> for information regarding withdrawal refunds.

Administrative Drop from the Program: Students may be automatically dropped from the course with a “W” without reimbursement for the following reasons:

- Missing an arranged teaching date without contacting the mentor teacher and instructor
- Missing more than 2 class sessions without contacting the instructor and supporting documentation to excuse the absences

Course Reimbursement: TNT will reimburse the tuition for this course upon successful completion of the course. Successful completion is passing the course with at least a “D” average. If you earn a grade of an “F,” you will not be reimbursed the tuition for the course.

Americans with Disabilities Act: The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. A copy of the College of Education ADA Compliance Document is available in the Dean’s Office, Matthews Hall 214. *It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.*

UNT Policy on Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

The UNT code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the dean of Students for appropriate disciplinary action.

See: http://www.unt.edu/csrr/student_conduct/misconduct.html

This course syllabus is intended to be a guide and may be amended at any time.