UTeach Dallas PBI Course Syllabus
NATS 4341
Fall 2016

CONTACT INFORMATION_____

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Office Location	FN 3.410A (UTeach Center)	Office Location	FN 3.308M
Office Hours	Anytime but Tuesday mornings or Friday mornings	Office Hours	Anytime but Thursday afternoon or Friday mornings

Other Information	Walk-ins are fine, but uncertain due to field supervision. Call or email ahead is recommended.

Class Website: www.uteachdallaspbi.weebly.com

PREREQUISITES_____

Knowing and Learning, Successful completion of Preliminary Portfolio in CI

Additional Requirements: Students must use a word processor, e-mail and have access to a web browser. If these requirements cannot be fulfilled, please see instructor.

COURSE RATIONALE_____

Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. Project-based instruction promotes equitable and diverse participation and engages students in learning.

COURSE DESCRIPTION_____

PBI has three essential components:

- Theory-driven perspective: Students learn about how people learn and how project-based instruction may be among our most informed classroom learning environments for bridging the gap between theory and practice.
- Instructional Development: Technological and pedagogical content knowledge are developed as UTeach students work toward the design of project-based units. Competency is continually built as students read about and discuss the principles of PBI; reflect on observations of project-based learning environments in high school settings; and incorporate what they are learning into the design of problem-based lessons and ultimately, an entire project-based unit.
- Field Experience: An intensive field component includes observation of well-implemented project-based instruction in local schools as well as implementation of problem-based lessons with area high school students.

PERSPECTIVE_____

A major hurdle in implementing project-based curricula is that they require simultaneous changes in curriculum, instruction and assessment practices – changes that are often foreign to students, as well as practicing teachers. In this course we will develop an approach to designing, implementing and evaluating problem- and project-based curricula and processes for PBI curriculum development that has emerged from collaboration with teachers and researchers. Previous research has identified four common design principles that appear to be especially important: (1) defining learning appropriate goals that lead to deep understanding; (2) providing scaffolds such as beginning with problem-based learning activities before completing a project; using "embedded teaching", "teaching tools" and a set of "contrasting cases"; (3) including multiple opportunities for formative self-assessment; (4) developing social structures that promote participation and revision. We will first discuss these principles individually and then compare them to other design principles suggested by other groups involved with project-based instruction.

REQUIRED COURSE MATERIALS_____

Text Books:

BIE. (2003). *Project based learning handbook: A guide to standards-focused project based learning for middle and high school teachers* (2nd ed.). Oakland, CA: Wilsted & Taylor. ISBN-0-9740343-0-4. **Available for check-out through UTeach Dallas**. May be purchased at Bookstore or online at http://www.bie.org/index.php/site/PBL/pbl_handbook/

Krajcik, J. S., & Czerniak, C. M. (2007).*Teaching science in elementary and middle school: A project-based approach,* (4th ed.). New York: Routledge. ISBN-978-0415534055.

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning: A proven approach to rigorous classroom instruction*. Alexandria, VA: ASCD. ISBN-978-1-4166-2033-4.

Other:

Additional reading selections pertinent to projects or discussions during the course may be provided on eLearning and/or the course website.

COURSE OBJECTIVES AND EVIDENCE OF STUDENT LEARNING AND ENGAGEMENT_____

Students will	Evidence:
Discuss and critique the merits of project-based instruction in terms of student's cognitive development, equity and motivation.	• In-class and online discussions • A project-based unit that includes a rationale and objectives • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Reflect on applications of educational theory as it relates to classroom practice in the area of project-based instruction.	• In-class and online discussions • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Distinguish between project-based instruction and other instructional approaches and decide which approach best fits instructional goals based on the benefits and limitations of each.	• In-class and online discussions • A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches.
Evaluate the usefulness of technology in achieving learning objectives and select appropriate resources for student use based on the relationship of salient features of the technology to learning objectives.	• An annotated list of relevant resources and technological tools for a project-based unit • Classroom presentation utilizing technology tools
Use inquiry methods with secondary students in a problem-based setting.	• A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches. • Feedback from mentor teachers as evidence of UTeach students leading problem-based activities in a field setting
Describe examples of project-based instruction in math or science and analyze those examples in terms of several well-studied, field-tested models for PBI.	• In-class and online discussions • Field observations of project-based classrooms
Demonstrate skill in setting up and managing wet lab project-based environments.	• Evidence of UTeach students setting up and managing wet lab project-based environment in the field
Use PBL design principles to develop an interdisciplinary, three to four-week project-based unit for secondary math and/or science courses.	• A project-based unit including an entry event/video, entry document, calendar, rationale, objectives, theoretical basis for the project, concept map, benchmark lessons, investigations, alternative assessments, strategies for differentiating instruction for students with special needs, related resources and technology tools.

Students will	Evidence:
Develop alternative assessments appropriate for project-based instruction.	• Problem-based lessons that include alternative assessments • A project-based unit that includes alternative assessments
Discuss lab safety and liability issues related to project based instruction and wet-lab or field environments (Occupational Safety and Health Administration (OSHA) regulations, how to read materials safety data sheets, safe disposal of chemicals, etc.)	• Participation in class discussion on safety and liability issues • A project-based unit that includes safety precautions
Use relevant technology to develop projects (e.g., concept mapping software, video editing software, etc.).	• Technology-based or developed project elements
Integrate relevant technology into curricular units (e.g., Internet, simulations, data analysis packages, modeling software, etc.).	• A project-based unit that includes lessons that integrate the use of technology
Plan instruction that promotes equitable and diverse participation so that all students have an opportunity to learn.	• A project-based unit that includes lesson plans documenting modifications for special populations
Engage in global partnerships and collaborations in order to practice digital and global citizenship and to foster global competence, awareness, and appreciation that can be transferred to future classrooms.	• Partnerships and collaborations through online discussions and projects with international contacts
Development of 21st century/professionalism skills	• A project-based unit that includes design, instruction, and assessment of K-12 student 21st century skills • Partnerships and collaborations with class peers and international contacts

STUDY TRIP COMPONENT: FIELD-BASED TEACHING EXPERIENCES_____

Students will be provided with opportunities for working in classrooms teaching a project-based lesson that could be used to introduce a project-based instructional unit. A total of **11 field-based hours** are required (breakdown listed below). Kate York and Katie Donaldson will be coordinating these field experiences.

Observations. Each UTeach Dallas student is required to spend **8 hours** observing secondary school classes that are structured around the project-based method of teaching. They are to record their observations and answer specific focus questions, and then submit a reflection document via eLearning. The information gathered in these observations is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. There is a form posted to eLearning that must be signed by the classroom teacher to verify their presence during these observations. Students will be provided with classroom teacher contact information and schedules to better plan these observations.

*Please note that a MANDATORY PBI Field Trip has been TENTATIVELY scheduled for the class on Thursday, September 29th, from 9:00-11:00 a.m. at Coppell New Tech High School; attending this field trip will earn two (2) hours of observation. This date is subject to change; notice will be provided.

*Please note that a MANDATORY What to Expect?: Advice from Current ATs session has been scheduled for Thursday, November 10, from 5:00-6:00 p.m. This session will provide practical advice from ATs currently "in the field" about what to expect during your student teaching experience.

Classroom Teaching. Each UTeach Dallas student is required to spend **3 hours** in instructional delivery in a secondary school classroom that is structured around the project-based method of teaching. They are to record their reflections of their experience, answer specific focus questions, and then submit the reflection document via eLearning. The information gathered in this reflection is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. There is a form posted to the course web site that must be signed by the classroom teacher to verify their presence during these observations. Students will be provided with classroom teacher contact information and schedules to better plan the instructional delivery.

CERTIFICATION PRACTICE EXAM_____

Please note that a MANDATORY PPR Practice Exam will be held Saturday, September 17th. Please see Katie Donaldson for more information regarding registration, time, and location.

GLOBAL EXPERIENCES COMPONENT_____

Global Collaboration/Digital Citizenship:
In the global society in which we now live, providing students with opportunities to practice digital and global citizenship and to foster global competence, awareness, and appreciation is an important learning outcome. As such, students in this class will engage in global partnerships and collaborations in order to help practice and develop skills that can be transferred into and applied in classrooms and instructional design with their future students. Project-based instruction provides an ideal platform for infusing classroom global experiences on multiple levels, and allows students additional opportunities to engage in and develop critical 21st century skills. These activities will be embedded in the course projects and discussions, as appropriate (see eLearning).

ASSIGNMENTS_____

PROJECT #1: INTRODUCTION TO PBI IMMERSION PROJECT
This is an introduction to PBI through immersion. Students will engage in and a complete a small PBI lesson as a way of learning the components and processes of PBI. This project **_will_** contain a global collaboration piece. Project details will be posted in eLearning.

PROJECT #2: 3-DAY PBI FIELD-BASED LESSON DESIGN
UTD UTeach students prepare a PBI lesson in assigned teams (3 class periods in length) to be taught in the secondary math or science class of their assigned mentor teacher. The unit will be prepared to meet curricular objectives and state and national standards for the class of their assigned mentor teacher and will be instructed over three consecutive days (or other time frame mutually agreed upon by the mentor teacher, course instructor, and students). The unit will include components as described in the project details and will be assessed using a rubric (see eLearning and/or the class website). There is **_no_** required global collaboration component for this project. Project details will be posted in eLearning.

PROJECT #3: 2-WEEK PBI UNIT DESIGN
Each UTD UTeach student will prepare a PBI unit (2 weeks in length) in assigned teams to be taught in a secondary math or science class. It is recommended that the unit be prepared to meet curricular objectives and state and national standards for some portion of the time the student anticipates working in Apprentice Teaching, unless otherwise noted by the instructor. Additionally, students will practice engaging in the grant-writing process as way to secure additional funds for their project. The unit will include components as described on a separate handout entitled "Final Project Checklist" and will be assessed using a rubric (see eLearning). This project culminates in a final presentation. This project **_may_** contain a global collaboration piece, which will be included in the project details on eLearning.

DISCUSSIONS_____

Online Discussions over Reading Assignments: Students will participate in weekly reading assignments with questions posted on eLearning's online discussion board. Students will read the assigned selections and respond to prompts. These will take place prior to class sessions and will serve as a launching point for the student-led in class discussions each week. Refer to the course calendar for topics and due dates.

In Class Discussions: Students lead in-class discussions that will tie together theory from the reading material with their field experiences. Students will sign up in pairs for a turn as a discussion leader for small group discussions of the peer reviewed literature assigned. The roles and responsibilities of the discussion leaders are to:
   a) Read all class discussion posts PRIOR to the in-class session and be prepared to summarize the class responses on the discussion board to the focus questions provided by the instructor; and
   b) Prepare a thirty (30) minute max forum on the topic:
      1. Leader will use a research-based learning activity, for the purpose of extending and deepening student thinking about the assigned readings and how they compare to their observations in project-based classrooms. An example might be a round robin discussion format, a role play applying principles learned in the readings, or an interactive formative assessment probe over the reading.
      2. Leader must have the participants discuss APPLYING the concepts presented in the material, not just rehashing the topics that they have read.

Global Partnership Discussions: For up to nine weeks during the course, students **_may_** engage in primarily asynchronous dialogue with other educators and/or students across the globe. The main goal of this collaboration is to increase exposure to varying instructional pedagogical models, establish global connections in education, and increase cultural awareness and appreciation. Each week will have a topic and discussion question(s) that will be common to all participants. Students will be required to either as a group or individually submit a post (comment) to the global partnership collaboration space. Students will be required to either as a group or individually respond to a minimum of two (2) posts from the educators in the other participating country. Additional brief reading or video selections may be assigned to students during the week in order to facilitate this collaboration. Please see eLearning for global partnership discussions specifics.

21ST CENTURY/ PROFESSIONALISM SKILLS_____

A central part of Project-Based Instruction is the development of 21st century/professionalism skills, including, but not limited to*:
- Information, Media, and Technological skills
- Creativity, Critical Thinking, Communication, and Collaboration skills
- Life and Career skills
- Content and 21st Century Themes (global awareness; financial, civic, health, and environmental literacies)

*adapted from the P21 Framework for 21st Century Learning

In addition to learning about these skills and including them in the design of the activities and assignments in the course, it is important UTeach Dallas students practice these skills and grow professionally in their own development of these skills. Therefore, these skills will be assessed formatively in this course periodically throughout the semester, and will include self-evaluations, peer evaluations, and instructor evaluations. Feedback will be provided, along with coaching for growth. Additionally, students will be assessed summatively by the instructional team at the end of the semester. A rubric for these skills will be provided in eLearning. If you have any questions regarding the formative/summative evaluations and the points associated with them for the course, contact a member of the instructional team.

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

UT Dallas Practicing Teacher Compliance Policies *(§228.30(b)(2), (§228.50))* As a student in this course, you are expected to comply with:
1. Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators
   http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2
2. UT Dallas Fitness to Teach Policy (see course home page – eLearning)

PORTFOLIO_____

Your portfolio is a culminating project for the UTeach Dallas Certification Program. It demonstrates what you have learned through your teaching and learning experiences and how you have developed into a teacher ready for certification in the state of Texas.

The portfolio is divided into seven sections. For section 1, you will provide information about your teaching philosophy and academic work, along with samples of professional documents such as a cover letter and resume. Sections 2-7 are comprised of large categories, such as Professional Responsibilities, Subject Matter Knowledge, Equity and Individualized Learning, etc., that are divided into subsections. For sections 2-7, you will provide tangible evidence that you meet these proficiencies.

Some sections require specific evidence, so read all directions carefully. These directions are provided in eLearning. In general, evidence consists of lesson plans, samples of student work, letters and forms sent to parents and family, results of field observations, essays, exams, quizzes, and other coursework, both UTeach Dallas classes and classes in the content area (mathematics, chemistry, etc.). The expectation is that your portfolio will exhibit evidence from all of your UTeach classes and will come from diverse and multiple sources.

The entire portfolio creation is to be created during the PBI semester, and is a prerequisite for Apprentice Teaching; however only the following 3 portfolio components will be assessed during this course. Students must earn a 2 or better on the rubric for each portfolio piece (see the rubric in eLearning). Portfolio components required for PBI:
- Section 6, Part 1 (Student Engagement)
- Section 6, Part 2 (Questioning and Assessment Techniques)
- Section 6, Part 3 (Technology)

All other components of the portfolio created during this semester will be evaluated by course instructors with Apprentice Teaching.

ALL PORTFOLIO ITEMS FOR THIS COURSE, WHICH ARE LISTED IN THE PORTFOLIO REQUIREMENTS DOCUMENT IN ELEARNING, ARE REQUIRED TO BE SATISFACTORILY COMPLETED IN ORDER TO COMPLETE THE COURSE.

COURSE SEQUENCE

A *tentative* semester overview is provided below and in the additional course calendar. Every attempt will be made to adhere to the schedule provided, but the instructor reserves the right to make changes as needed. Announcements about these changes will be made in class and posted in eLearning.

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
8/26	**Focus:** Intro to PBI Model Lesson **In class activities:** PBI model lesson; intro to managing classes with a course website; course overview; development of knows and need to knows; discuss portfolio website; review code of ethics, FTT	None assigned	* Assigned reading and discussion for following week *Technology Show and Tell	Demo Lesson: 1.4K Code of Ethics: 4.13-15K §228.30 (a) §228.30 (b) 4-7, 9-11, 13-16
9/2	**Focus:** Learning Theories and PBI **In class activities:** Students receive MS/HS TEKS for incorporation of standards into lesson plans; student led discussion of reading; technology show and tell; fair use; activities regarding the PBI process and aligning to standards (TEKS) as well as CCRS and SCANS. Discuss field trip to NTH@C.	Reading and discussion board: Larmer, et al. Chapters 1-3, p. 1-65 and Krajcik Chapter 2 p. 24-52	* Assigned reading and discussion for the following week * Portfolio website creation due next week.	Reading/Discussion: 1.4K, 1.11K Technology Activity: 1.22K, 1.28K TEKS/standards Activity: 1.7K-1.10K, 1.19K §228.30 (a) §228.30 (b) 4-7, 9-11, 13-16
9/9	**Focus:** Designing PBI Experiences **In class activities:** Student led discussion of reading; mentor meeting expectations; components and processes of PBI	Reading and discussion board: Larmer, et al. Chapter 4, p. 66-98	* Assigned reading and discussion for the following week * Portfolio website due today * Meet the Mentor (9/10 or 9/13)	Reading/Discussion: 1.4K, 1.10K, 1.23K Components of PBI Activity: 1.4K Meet the Mentor: 4.3K, 4.4K, 4.6K §228.30 (b) 4-7, 9-11, 13-16
9/16	**Focus:** Constructing Meaning (Driving Questions) **In class activities:** Review mentor meeting; student led discussion of reading; importance of driving questions development, learning objectives development, relation to standards, and understanding by design (UBD) framework; relevance of launch events and entry documents; critical friends session for driving question; 3-day lesson design	Reading and discussion board: Krajcik Chapter 3, p. 53-82; Handbook p. 37-42	* Assigned reading and discussion for the following week * Driving question for 3-day lesson design due today	Reading/Discussion: 1.12K-1.15K Driving Question/Learning Objectives Activity: 1.12K-1.15K Standards Activity: 1.7K-1.10K, 1.19K §228.30 (b) 4-7, 9-11, 13-16
9/23	**Focus:** Assessment *For* and *Of* Learning **In class activities:** Student led discussion of reading; importance of student learning assessment; types of assessment; relation to state assessments; teacher responsiveness; creation of rubrics for content, presentation, and 21st century skills; access online rubric applications; critical friends session for entry document and launch event; 3-day lesson design	Reading and discussion board: Krajcik Chapter 8, p. 226-285; Handbook p. 45-80	* Assigned reading and discussion for the following week * Launch event and entry document for 3-day lesson design due today	Reading/Discussion: 1.24K, 1.31K State/District Assessments Activity: 1.30K, 1.31K Rubric Creation Activity: 1.24K-1.31K, 3.12K-3.16K §228.30 (b) 4-11, 13-16
9/30	**Focus:** Collaboration in the PBI Classroom **In class activities:** Student led discussion of reading; fostering and assessing collaboration (21st century skills) in the PBI classroom; critical friends session for assessment mechanisms; 3-day lesson design	Reading and discussion board: Krajcik Chapter 6, p. 147-187	* Assigned reading for the following week * Assessment mechanisms for 3-day lesson design (rubrics) due today * Field trip to CNTHS 9/29-TENTATIVE)	Reading/Discussion:2.2K-2.3K, 2.7K Rubric (Assessment Mechanisms) Creation: 1.24K-1.31K, 3.12K-3.16K §228.30 (b) 4-7, 9-11, 13-16
10/7	**Focus:** Equity and Classroom Facilitation in PBI **In class activities:** Student led discussion reading; reflections on observations of PBI classrooms; global partnership initial reflections; discuss modifications and accommodations for differentiated instruction in PBI; inclusive instruction; ELL strategies, critical friends session on project calendars; 3-day lesson design	Reading: Krajcik Chapter 9 p. 286-336; Handbook p. 97-124	* Assigned reading for the following week * Project calendar, workshops, and DIYs for 3-day lesson design due today	Reading/Discussion: 1.5K-1.6K, 2.1K-2.13K Inclusive Instruction Activities:1.3K,1.6K, 1.14K, 2.1K, 2.23K 3-Day Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K §228.30 (b) 4-7, 9-16
10/14	**Focus:** Global Collaboration in PBI **In class activities:** Final submission of 3-day lesson design; infusing global collaboration in PBI projects; launch of 2-week unit design (Project #3); discussion of inclusion of special populations accommodations/ modifications	None assigned	* Submit final 3-day lesson design to mentor teacher today * Technology portfolio piece due today * Global partnership discussion/response for the following week	Global Partners: 4.4K Technology Portfolio Piece: 1.17K, 1.22K, 1.28K §228.30 (b) 4-7, 9-16

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
10/21	**Focus:** 21st Century Skills **In class activities**: Discuss importance of 21st century skills competencies; critical friends session for driving question; 2-week unit design	None assigned	* Driving question for 2-week unite design due today * Assessment portfolio piece due today * Observation Reflections due today * Global partnership discussion/response for the following week	Reflection Piece: 4.12K Global Partners: 4.4K Driving Question/Learning Objectives Activity: 1.12K-1.15K 21st CS Discussion: 2.1K-2.3K, 2.7K, 2.17K Assessment Portfolio Piece: 1.24K-1.31K, 3.12K-3.16K §228.30 (b) 4-7, 9-11, 13-16
10/28	**Focus:** Funding Projects **In class activities:** Discussion of the grant writing process; global partnership update; critical friends session for launch event and entry document; 2-week multidisciplinary unit design	None assigned	* Launch event and entry document for 2-week unit design due today * Engagement portfolio piece due today * Global partnership discussion/response for the following week *Teach week #1	Global Partners: 4.4K Engagement Portfolio Piece: 2.3K, 3.6K-3.7K, 4.12K Multidisciplinary Lesson Design: 1.10K, 1.23K Grant Activity: 1.18K Lesson Teach: 1.1S-1.23S; 2.1S-2.21S, 3.1S-3.20S, 4.5S-4.10S, 4.12S-4.14S, 4.16S, 4.17S §228.30 (b)44, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16
11/4	**Focus:** 2-week unit design **In class activities**: Work on finalizing the plan for the 2-week project, reflection including: process management, assessments, scaffolded learning, inquiry investigations and benchmark lessons, as needed; create workshops and DIYs aligned to standards; critical friends session for assessment mechanisms	None assigned	* Assessment mechanisms for 3-week unit design (rubrics) due today * 3-day lesson design/teach reflection due today * Global partnership discussion/response for the following week *Teach week #1	Global Partners: 4.4K Reflection Piece: 4.12K Rubric (Assessment Mechanisms) Creation: 1.24K-1.31K, 3.12K-3.16K Lesson Teach: 1.1S-1.23S; 2.1S-2.21S, 3.1S-3.20S, 4.5S-4.10S, 4.12S-4.14S, 4.16S, 4.17S §228.30 (b) 4-7, 9-11, 13-16
11/11	**Focus:** 2-week unit design **In class activities:** Work on finalizing the plan for the 2-week project; grant proposals; critical friends session for project calendar/grant proposal; global partnership discussion/reflection	None assigned	* Project calendar, workshops, and DIYs for 2-week unit design due today *Global partnership discussion/response for the following week * What to Expect: Advice from Current ATs 11/10 (mandatory)	Global Partners: 4.4K Multidisciplinary Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K §228.30 (b) 4-7, 9-11, 13-16
11/18	**Focus:** Benefits and Challenges of PBI **In class activities:** Discussion of benefits, challenges, and barriers off PBI instruction and implementation; professional development; finalize 2-week unit design and grant Critical friends session of 2-3 week project plan; grant writing	Reading: Krajcik Chapter 11, p. 376-390	* Grant proposal due today * Global partnership discussion/response for the following week * Final project and presentation due for the following week	Reading/Discussion: 3.15K-3.16K, 4.9K, 4.12K-4.14K Grant Proposal: §228.30 (b) 4-7, 9-11, 13-16
12/2	**Focus:** Course Wrap-up **In class activities:** 2-week unit design project presentations	None assigned	* Final submission of 2-week unit design due today * Observation hours due today * Final global partnership discussion/response due before class	Global Partners: 4.4K Presentations: Comprehensive §228.30 (b) 4-7, 9-11, 13-16

GRADING

Percentage Breakdown
The following is the grading breakdown for the class requirements.

Discussions(including global)..	15%
Discussion Leader……………	5%
Observations Reflection..……	5%
Teaching Reflection…………	5%
Project #1……………………	5%
Project #2……………………	15%
Project #3……………………	20%
21st CS/ Professionalism…….	25%
Portfolio Requirements……..	3%
Technology Show and Tell….	2%

Pass/Fail Requirements
The following items must be completed satisfactorily and turned in during this course in order to receive a passing grade.

- 3-Day Lesson Design and Teaching Mentor Feedback
- Field Experience Log
- Portfolio Creation and Required Components at a Level 2 or better on the rubric

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Other Grading Policies

Timeliness of work/assignment submissions, class attendance, classroom citizenship, etc., are components of the 21st century/ professionalism rubric. While not stand-alone grades, the mastery of these skills will be reflected in the 21st century/ professionalism summative grade (25%). The course instructor should be notified in advance of the need to submit an assignment after the due date.

Attendance: Class attendance is vital. The course instructor should be notified in advance of class absences. Unexcused absences (no advance notification) will result in an 8 point reduction in grade for each absence. Excused absences (advance notification needed) or tardies will result in a 2 point reduction in grade for each excused absence or tardy.

Grading Scale: 100-98 = A+ 97-94 = A 93-90 = A- 89-88= B+ 87-84 = B 83-80= B-
79-78 = C+ 77-74 = C 73-70=C- 69-68= D+ 67-64= D 63-60= D- Below 60 = F

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These descriptions and timelines are subject to change at the discretion of the professor.

University Policies and Procedures

The information below can be found at http://go.utdallas.edu/syllabus-policies

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources.

Campus Carry

The University's concealed handgun policy is posted on the campus carry website: https://www.utdallas.edu/campuscarry/

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: http://www.utdallas.edu/elearning/eLearningHelpdesk.html.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and at http://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (http://catalog.utdallas.edu).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at https://www.utdallas.edu/conduct/.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: https://www.utdallas.edu/conduct/dishonesty/.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, seehttp://copyright.lib.utexas.edu/copypol2.html. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at http://policy.utdallas.edu/utdpp1043) and the UT System's policy, UTS107 at http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of

Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendar http://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, http://www.utdallas.edu/studentsuccess), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

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