

UC Merced
NSED Minor
NSED 100, 4 Units
Project Based Instruction
Fall 2019
Instructor: Somnath Sinha
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Office Hours: AOA 177 – 30 mins before and after class
(Also available by appointments)

Course Overview:

NSED 100, Project-Based Instruction, is a required course for the NSED Minor in Education. With practical down-to-earth information, the course prepares students how to organize an appropriate classroom and how to plan units and lesson plans. Students will gain knowledge of classroom management strategies. A special focus will be on the techniques necessary to effectively teach students with diverse multicultural and multilingual backgrounds. By the completion of NSED 100, students will have a portfolio with content important for admission into a credentialing program, including, but not limited to, lesson plans, unit plans, and classroom discipline plans.

Required Text:

Kauchak, Donald P. and Eggen, Paul D. *Learning and Teaching: Research-Based Methods*, 6th ed. Boston: Pearson, 2012.

Objectives:

At the conclusion of NSED 100, students will demonstrate:

- An introductory factual knowledge of fundamental principles, generalizations, theories, trends, and methods for teaching in multicultural and multilingual secondary schools including, but not limited to, demonstration of: presentation skills, principles of motivation, methods for increasing student involvement, and methods to build student cooperation and appropriate conduct. (SB 2042 Standards 1a, 1b, 1e, 3d, 3e, 4b, 4e, 5a, 5c, 5d, 5e, 5f, 8, 9, 10d)
- The ability to organize an appropriate learning environment in the classroom. (SB 2042 Standards 3d, 4e, 5a, 5c, 5d, 5e, 5f)
- The ability to design teaching units and lesson plans. (SB 2042 Standards 1a, 1c, 1d, 1e, 1g, 3b, 3e, 4d, 4e, 5f, 8, 9)
- An introductory knowledge of classroom management skills and the ability to design a classroom discipline plan. (SB 2042 Standards 5a, 5c, 5d, 5e, 5f, 10d)
- A sense of responsibility appropriate for a teaching professional. (SB 2042 Standards 1b, 2, 3c, 6a, 6b, 12e, 12f, 17)

Please note: the numbers following each bullet point align with the California Standards for the Teaching Profession which are implemented by the California Commission on Teaching Credentialing (CCTC).

Academic Integrity:

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. For this course, collaboration is allowed in the following instances: Reading Group assignments and the Contemporary Issues and Solutions Project. All other assignments are to be completed by the student submitting the work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive

"consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

The information listed above is for individual assignments. There are group assignments in this class which require full cooperation and participation of all group members. If a group member has not completed and/or contributed his/her portion of group work by the due date of the assignment, that group member will neither receive credit for the assignment nor have any opportunity to make up the work at a later date.

Accommodations for Students with Disabilities: The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Students with special needs should contact Jesus Jimenez (jjimenez22@ucmerced.edu) in the School of Natural Sciences Office - Student Advising. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Course Components:

1. Attendance and Participation:

Classes will consist largely of discussions and presentations by instructor, and groups of students. Active participation in discussion is an essential part of learning and, hence, of evaluating your work. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping others develop their ideas, and, of course, expressing your own thoughts in whole and small-group discussions. Participation also includes making every effort to **arrive to class promptly (arriving late is disruptive for the whole class and you will lose participation points)**. Because the course emphasizes the creation of community in the classroom, participation and attendance are critical. All absences should be communicated to the instructors **prior** to occurring. **Electronic devices should be used for course-related purposes only.**

2. Readings and Reflections

It is essential to complete the required readings before class and be prepared to discuss the readings in class. We encourage you to bring a paper or electronic copy of each reading to class for reference during discussions. You should come with an overall sense of each selection's content and argument as well as your own questions. It is important to read *actively* and *critically*, identifying the elements that inform your understanding of issues raised as well as the implications for effective classroom practice. It is also important to read *relationally*, identifying the ways in which a reading comments on other readings.

Readings will be from the required textbook or provided in Cat Courses.

Reflection

You are expected to reflect on each week's set of readings. Please submit your weekly reflections in the course website by the end of the day of that class. All posts should be substantive in nature, length, and content. Please monitor the time and content of your posts, and be mindful of your contributions and personal details. Late reflections will be penalized.

3. Lesson Plan

Group Lesson Plan

You will design a 5E lesson plan in a group of five students. Details are provided in your course portal

Individual Lesson Plan

You will design a 5E lesson plan individually. Details are provided in your course portal.

- 4. Teaching Demonstration/ Presentation:** Students will form small groups (N=4-5) and demonstrate a mini-lesson, which includes any aspect of the lesson plan. It does not include a demonstration of assessment or reflection. The demonstration should show mastery of the aspects of lesson planning.

GRADING

The use of grades is meant to record your accomplishments, as well as to guide focused feedback and progress. Letter grades are not used to rank or sort students; instead, they are meant to aid in your understanding of completing assigned tasks as outlined. Expectations are set high in this course, and we will do our best to ensure that you are supported in meeting these expectations. Given the focus of this course, we hope that the outlined evaluation process will contribute to and inform our developing sense of teaching and learning.

Important notes about grading:

Assignments need to be submitted to Cat Courses by the specified deadlines. Late assignments will only be accepted for full credit if prior arrangements have been made in a timely manner with the instructor. All other late assignments are not guaranteed to receive credit. Tardiness and absences will be recorded on Cat Courses. Unexcused absences will affect your grade (i.e., your attendance grade for the day of absence will be 0%).

Grade Composition

Attendance and Participation: 20%

Readings and Reflections: 20%

Lesson Plan: 50%

Teaching Demonstration: 10%

Reading and Reflection Schedule

| Week | Date | Topic and Readings | Reflection Assignment |
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| 1 | 9/09/19 | Introduction to class Learning and Teaching, Research-Based Methods (Text book in syllabus) -- Chapter 1 | Post your individual reflection by 9/12/19 |
| 2 | 9/16/19 | Required reading: <ul style="list-style-type: none"> • Kuhn 1993 Science as Argument | Post your individual reflection by 9/15/19 |
| 3 | 9/23/19 | Inquiry and Teaching Required reading: <ul style="list-style-type: none"> • Kemp et al 2002 • INSES Chapter 1 (PDF in Cat Courses Files section) | Post your individual reflection by 9/22/19 |
| 4 | 9/30/19 | 5E Instructional Strategy Bybee (1997) Achieving Scientific Literacy (PDF in Cat Courses Files section) Reading 2: How Students Learn: Science in the Classroom (PDF in Cat Courses Files section) | Post your individual reflection by 9/29/19 Both the readings are mandatory BUT one reflection is due (a combined one from both the chapters) Start working on Lesson Plan (Group Activity) Start working on Lesson Plan (Individual Activity) |
| 5 | 10/7/19 | Planning for Learning – Lesson, Unit, Planning Learning and Teaching, Research-Based Methods, Chapter 4 (Text book in syllabus) | Post your individual reflection by 10/6/19 Essay Due -- Inquiry and Your Teaching Practice |
| 6 | 10/14/19 | Effective Teaching Learning and Teaching, Research-Based Methods, Chapter 5 (Text book in syllabus) Please take time to explore these websites: http://www.nextgenscience.org/next-generation-science standards (Links to an external site.) http://www.cde.ca.gov/re/cc/ (Links to an external site.) | Post your individual reflection by 10/13/19 |
| 7 | 10/21/19 | Increasing Learning Through Student Involvement Learning and Teaching Research-Based | Post your individual reflection by 10/20/19 Lesson Plan (Group) 1st |

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| | | Methods, Chapter 6. (Text book in syllabus) | Draft Due |
| 8 | 10/28/19 | Classroom Management Learning and Teaching, Research-Based Methods, Chapter 3 (Text book in syllabus) | Post your individual reflection by 10/27/19 |
| 9 | 11/4/19 | Assessing Learning Learning and Teaching, Research-Based Methods, Chapter 13 (Text book in syllabus) | Post your individual reflection by 11/3/19 Lesson Plan (Individual) 1st Draft Due |
| 10 | 11/18/19 | Problem Based Learning Learning and Teaching, Research-Based Methods, Chapter 11 (Text book in syllabus) | Post your individual reflection by 11/17/19 |
| 11 | 11/25/19 | Direct Instruction Learning and Teaching, Research-Based Methods, Chapter 8 (Text book in syllabus) | Post your individual reflection by 11/24/19 Lesson Plan (Group) Final Due (Tentative) |
| 12 | 12/2/19 | Lecture Discussions Learning and Teaching, Research-Based Methods, Chapter 9 (Text book in syllabus) | Post your individual reflection by 12/1/19 Lesson Plan (Individual) Final Due (Tentative) |
| 13 | 12/9/19 | Teaching Demonstration (Group of 4/5) (Time: 20-30 minutes) (Further details will be provided) | Essay Due – How you have grown as a teacher? |
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Please note:

Students will be notified about the chapters to read and softcopy of other reading materials will be provided.

This schedule is subject to change due to extenuating circumstances the overall need of the class and students will be informed accordingly.