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:

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 instructors, 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 and using electronic devices only for course-related purposes. 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.

2. **Readings, Journal Entries, and Discussion Facilitation**

   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 provided in the Cat Courses.
Journal Entries

You are expected to reflect on each week’s set of readings. Please submit your weekly reflections in the course website. 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.

Discussion Facilitation

You will sign up in groups of two to facilitate class discussions. You may structure the discussion in whatever format(s) you see fit (e.g., first have pair share and then whole class discussion). If you have any presentation slides and/or handouts that you would like to use for your discussion, it will be your responsibility to email the file(s) to the instructors at least one day in advance of your discussion date. Additional instructions for this assignment will be provided as we move forward.

3. Portfolio: Students will develop a four-part portfolio for future use in their teaching.

Part I: Preparing for the school year. Organizing the classroom and location of texts. What to do with classes the first day of school. Names and location of important school personnel. This is to be a detailed outline.
Part II: Beginning the school year. Introduction of yourself to your students’ parents/guardians in the form of a letter that would be sent home with your students.
Part IV: Unit and lesson plans for one class. (Unit 1, Unit 2, Unit 3)

Please note: Portfolio parts I, II, and III are to be done individually. Part IV: Units 1 and 2 are to be done in a group and Unit 3 is an individual effort that is partly in lieu of a final exam.

4. Teaching Demonstration: Students will form small groups (N=3-5) 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 instructors. 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, Journals, Facilitation 20%
- Portfolio 40%
- Teaching Demonstration 20%

**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.