SCEN 201 SYLLABUS – FALL 2012

<table>
<thead>
<tr>
<th>Section</th>
<th>Class Time</th>
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<tbody>
<tr>
<td>501</td>
<td>W, 9:10-10am, RICH 302</td>
</tr>
<tr>
<td>502</td>
<td>R, 12:45-1:35pm, CSA 303</td>
</tr>
</tbody>
</table>

Instructor: Jennifer Whitfield  
Office: Blocker 514  
Email Address: jwhitfld@tamu.edu

Office Hours: T 2-3pm or by appointment  
Office Phone: 979.458.2087  
Course Website: elearning.tamu.edu

Course Title and Description: Self-Directed Experiences with Adolescents. (1-3). Credit 1. Study of adolescents in diverse school and community settings; issues in physical, mental, social and emotional development; issues related to racism, sexism, and cultural diversity; development, presentation, and defense of portfolio required. Attendance at all seminars and scheduled observations required. Prerequisite: Major in mathematics, biology, chemistry or physics, or approval of instructor. Cross-listed with TEFB 201.

Textbook: No required textbook.

Grading Policy: Your grade will be determined by in-class assignments, classroom observations, mentor teacher evaluations, and a final paper. The weights of each of these are as follows:

- 30% In-class Assignments
- 30% Classroom Observations
- 20% Mentor Teachers Evaluation
- 20% Final Paper

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<tr>
<th>Grade Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% &lt;= A &lt;= 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% &lt;= B &lt; 90%</td>
</tr>
<tr>
<td>C</td>
<td>70% &lt;= C &lt; 80%</td>
</tr>
<tr>
<td>D</td>
<td>60% &lt;= D &lt; 70%</td>
</tr>
<tr>
<td>F</td>
<td>F &lt; 60%</td>
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- **In-class Assignments:** Various assignments will be given weekly. The expectation is that these assignments are completed and turned in at the end of the class meeting.
- **Classroom Observations:** You are required to observe once a week, for 10 weeks, in an assigned teacher’s classroom. During each observation, you must complete a classroom observation form. These forms are to be turned in each week at the beginning of class.
- **Mentor Teacher Evaluation:** Each mentor teacher you are assigned will complete an evaluation regarding your professionalism during the observations. For more details see the mentor teacher evaluation form.
- **Final Paper:** This paper will be a final reflection on your decision to become a high school math or science teacher.

Attendance Policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work Policy: No late work is accepted.

Make-up Policy: Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1 (http://student-rules.tamu.edu/rule7.htm), or other reason deemed appropriate by the student's instructor. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

Written work: Your best effort is expected on all formal written assignments. All papers must be double-spaced, with 12 point font, and have one-inch margins on all sides. Use the services of the University Writing Center (UWC), located in Evans Library, if you
have questions about grammar or writing style. More information about UWC may be found by clicking on the following link: [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/) Please note: Reflection exercises are informal and are open to more informal styles of writing.

**Classroom climate:** I value a classroom that allows intellectual discourse and the opportunity to express one’s opinions without fear of retaliation or ridicule. There may be moments where we will need to discuss sensitive topics. In doing so, I ask that you respect the comments of your classmates and remember that everyone does not share a similar sense of humor. Temper your comments and actions with sincerity and genuine concern for your fellow classmates. Further, if you have any personal concerns that you would like to discuss, please feel free to speak with me before or after class.

**E-Mail:** Although you can e-mail me from any account you frequently use, it is easiest for me to initiate contact with you through your NEO e-mail account. Please have your NEO account set up by the end of the first week of classes. If your NEO account is not the account you check regularly, please have your NEO e-mail forwarded to your preferred account. (Note: Not all messages are always forwarded from your NEO account to your preferred account, so it may be necessary to regularly check your NEO account even if you’ve set the messages to forward to another account.)

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement:** AGGIE HONOR CODE “An Aggie does not lie, cheat, or steal or tolerate those who do”. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

**Scholastic Dishonesty:** Copying work done by others, either in class or out of class, looking on other students papers during exams or quizzes, having possession of unapproved information in your calculator, and/or having someone else do your work for you are all acts of scholastic dishonesty. These acts, and other acts that can be classified as scholastic dishonesty, will be prosecuted to the full extent allowed by University policy. Punishment can range from a zero on the assignment/quiz/exam to expulsion from the university. In any case of scholastic dishonesty, the student forfeits their right to Q-drop the class. In this class, collaboration on assignments, either in class or out of class, is forbidden unless permission to do so is granted by the instructor.

**Copyright Policy:** All printed materials disseminated in class or on the web are protected by Copyright laws. One copy (or download from the web) is allowed for personal use. Multiple copies or sale of any of these materials is strictly prohibited.

**Learning Outcomes:** Upon completion of this course, the student will be able to:

- Discuss the local school districts policies on professional dress.
- Identify and justify appropriate and inappropriate situations of professional dress.
- Discuss the local school districts policies on professional conduct.
- Identify and justify appropriate and inappropriate situations of professional conduct.
- List at least 10 attributes of effective teachers.
- Compare and contrast qualities of effective and ineffective teachers.
- List various types of researched based, effective instructional strategies for the math and science classroom.
- Critique the effectiveness of various instructional strategies for given scenarios.
- Compare and contrast classroom management techniques.
- Locate state and national standards.
- Compare and contrast various state and national standards.
- Describe the top 3 most challenging TEKs to teach in an area related to their certification area and provide justification for why the identified TEKs are challenging.
- Describe instructional strategies for teaching one of the most challenging TEKs in an area related to their certification area.
- Discuss different forms of assessment.
- Debate when various forms of assessment are appropriate or inappropriate.
- Identify the different types of populations found in today’s public school classrooms.
- Identify effective instructional strategies for teaching special populations.
- Discuss the impact of classroom observation experiences.
- Develop and describe rationale for wanting to teach secondary mathematics or science.
- Identify and justify effective strategies for motivating low achieving students.
- Identify and justify effective strategies for motivating students with various behavioral disorders.
- State the graduation requirements (regarding high-stakes testing) for Texas high school students.
- Describe and discuss the EOC and STAAR testing requirements for Texas high school students.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic Covered in Class</th>
<th>Observation in Schools</th>
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</table>
| 1    | W – Aug 29, 2012  
     R – Aug 30, 2012      | Survey, Security Forms, Introductions              | None                   |
| 2    | W – Sept. 5, 2012  
     R – Sept. 6, 2012    | Set Observation day/times  
     Professional Behavior and Dress                 | None                   |
| 3    | W – Sept 12, 2012  
     R – Sept 13, 2012    | Qualities of Effective Teachers Day 1              | 1                      |
| 4    | W – Sept 19, 2012  
     R – Sept 20, 2012    | Qualities of Effective Teachers Day 2              | 2                      |
| 5    | W – Sept 26, 2012  
     R – Sept 27, 2012    | Instructional Strategies Day 1                     | 3 *                    |
| 6    | W – Oct 3, 2012  
     R – Oct 4, 2012      | Survey, Instructional Strategies Day 2             | 4                      |
| 7    | W – Oct 10, 2012  
     R – Oct 11, 2012     | Classroom Management Day 1                         | 5**                    |
| 8    | W – Oct 17, 2012  
     R – Oct 18, 2012     | Classroom Management Day 2                         | 6                      |
| 9    | W – Oct 24, 2012  
     R – Oct 25, 2012     | TEKS and Common Core                               | 7                      |
| 10   | W – Oct 31, 2012  
     R – Nov 1, 2012      | next steps in aggieTEACH  
     STAAR and EOC Testing                            | 8***                   |
| 11   | W – Nov 7, 2012  
     R – Nov 8, 2012      | Survey, Teaching Special Populations               | 9                      |
| 12   | W – Nov 12, 2012  
     R – Nov 15, 2012     | Assessment Day 1                                   | 10                     |
| 13   | Attendance at aggieTEACH seminar will take place of classes this week. | | |
| 14   | W – Nov 28, 2012  
     R – Nov 29, 2012     | Assessment Day 2                                   | None                   |

* Sept. 26, 2012 – CSISD - early release
** Oct. 8, 2012 – CSISD and BISD – No School
***Oct. 31, 2012 – CSISD – early release