

ISCI 2001: Exploring Our Ecosphere:
Life & Earth Science for Early Childhood Education
Department of Biology, College of Science & Mathematics, Valdosta State University
Spring 2021 Course Syllabus

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Student Hours will be in Room 1043 BSC:

M W 2:00-2:30

T R ~3:30-4:00

1. Course Format: Attendance is Mandatory, and absences will seriously impact your grade.
This is a Face to Face course. The entire class is required to attend lecture on both Monday & Wednesday in the 1011 auditorium of the BSC unless you are under quarantine. These lectures will be projected synchronously and recorded on

ISCI 2001 - Tentative Course Schedule and Plan for Instruction

Dates	Lecture Topics	Live Lab Activities	Assignments
1. The Natural World	Jan 11 Æ Opening Class 13 Æ Levels of Organization	Card Sorting	Student Info Sheet Alphabetical Lists
2. Exploring Our Ecosphere	18 - HOLIDAY in Honor of MLK 20 Æ Electronic Journals & Petals	Open Labs for Links & eJ Help	Readings in BV Link & 42 Thumbnails
3. Patterns in Nature	25 Æ Colors, Shapes, Forms, & Causes 27 Æ Algebraic & Geometric	Leaves & Cones	Photos & Hundred Sheets Readings in BV
4. Natural or Not	Feb 1 Æ		

ISCI 2001: Official Course Information

Course Objectives: This science content course provides an integrated overview of Life & Earth Science content in preparation for teaching science at the elementary school grade levels. Topics covered in both the K-5 Georgia Science Standards of Excellence and the Next Generation Science Standards will be addressed in lessons that allow Early Childhood Education majors to learn science in the non-traditional ways they will eventually be expected to teach in their own classrooms.

Instructional Philosophy: This course will bridge the gulf between scientific and educational disciplinary training by allowing future teachers to learn new scientific information through a variety of instructional innovations. The course employs methods that enact the rhetoric of science education reform. By teaching for constructivist learning, emphasis will be placed on the acquisition of conceptual understanding of scientific information rather than mere memorization. An alternative assessment strategy will be used this semester. This nontraditional approach to college science helps prospective elementary school teachers make connections between methods of teaching and learning science.

Grade Distribution:

Attendance (Average of Lab & Lecture Grades) F3 9.96 Tf1 0 0 1 144.02 479.47 Tm0 g0 G[((Average)-8(e of La)-140 047

ISCI 2001: Guidelines for Content

Learning Outcomes - Students in ISCI 2001 will be expected to:

- I. Assemble & Display course content in an E-Journal showing recognition of the basic aspects of Life & Earth Science
- II. Characterize the system's components and their interactions within the system
- III. Recognize

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Writing Requirements

Objectives: You will be required to produce at least one summary paragraph on each daily lesson, a composite paragraph for each weekly topic, and a comprehensive essay on the unit topic as part of each test. These assignments also have been designed to help you to learn, outside the classroom, through your own writing. Writing is an important way to learn because if you can construct sentences about something, it will organize your understanding in your mind or let you know that you need to seek more information about a subject. Notebook entries are also an opportunity to display your knowledge through more than just exams. These assignments also allow you to pursue the connections between your own personal interests and what we cover in class, so you should take pride in them.

FOCUS: Well-crafted writing always has a specific purpose. You can brainstorm ideas by writing down any of the terminology you can think of, or using the key words in your notes. Decide on a specific point or argument you want to make - before you start writing. Every composition should have a central idea that is contained in a thesis that should directly address the nature of the writing assignment. Write the thesis down, include it in your introductory & concluding sentences, and check throughout the writing process to be certain that the body of your work supports it. Starting a paper can be the hardest step, so if you feel blocked, try expanding your brainstorming with Google searches on the subject. Take a blank sheet of paper without lines, and just write down any ideas you have or do some reading in the text to get ideas. Then, create an original title for your eNotebook entry or test essay.

Organization: Before you begin to write, think through how you plan to develop your thesis and use an outline to structure your thoughts with a sequence that makes sense. An Introduction and Conclusion will be the first and last sentences or paragraphs, but they can actually be written last. Start paper with something catchy in the first sentence to interest the reader. Make it perfectly clear, in the introductory statement or section, what your poi/F2 3 Tf(r)F becauO yoPi tapseSto176(r)-2(k)4inteonctop-2(ta)-3(in)edge ththat- the botstructure