Mission, Objectives and Purpose
Welcome to an international study abroad course focused on methods of teaching and learning science in a unique environmental setting (the Monteverde Cloud Forest), utilizing scientific tools and field methods, and interacting with EC-12 students. The course will provide you an opportunity for growth in cultural awareness regarding alternative education systems and addressing the teaching and learning of students from diverse cultures.

Academic Goals
- To increase general science content knowledge in environmental science ¹
- To increase specific content knowledge of the Cloud Forest environment and an understanding of human-environment interactions at various scales (e.g., land use policies, energy, water regulation, food production)
- To increase skills in the use of scientific tools, technology, and data collection methods
- To increase the self-confidence and competency of course participants to integrate new content knowledge and skills into EC-12 classroom learning and teaching
- To explore the characteristics and considerations brought to the science classroom by diverse cultures, different belief systems, past experiences, and varying expectations by both the teachers and the students
- To develop pedagogical skills for teaching science with inquiry, technology, field methods, robust content knowledge, and with an awareness and tolerance for cultural diversity
- Graduate Course – Develop and apply academic research skills (e.g., research design, literature review, writing, and dissemination)

Experiential Goals
- Facilitate opportunity for leadership development by providing opportunities to both lead and to follow
- Facilitate an attitude of service and serving by providing opportunities to serve communities outside of the classroom
- Increase cultural awareness
- Increase tolerance for different cultures, personalities, and “others”
- Increase flexibility and adaptability by providing practice in real world problem-solving

¹ The content objectives for environmental science have been selected from the College and Career Readiness Standards (p 20-21).
Prerequisites
Graduate standing and EDCI 4390 (taken Maymester 2013)

Course Requirements
- Grades will be weighted by the following:
  - Interactive/Field Notebook  (Maymester)  10%
    (to include field notes, journal entries, data collection, etc.)
  - Written responses based on required reading (X 4) (Maymester)  20%
  - Applications  (Summer I)  20%
  - Skills Practical Test (Maymester)  5%
  - Lesson plans  (Maymester)  15%
  - Participation (activities, on-discussions & face-to-face, assignments) (Maymester & Summer I)  15%
  - Final Exam-Presentations (Maymester) & Research Paper (Summer I)  15%

- Interactive/Field Notebook – This daily assignment will be one notebook that contains class notes, discussion notes, field notes, field sketches, and a daily writing assignment reflecting on the day’s events (a journal entry). There will be several entries to your interactive notebook each day of class and field work. It should be with you at all times! This assignment will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

- Written responses based on required reading – There will be 4 formal essay assignments based on required reading where you will be asked to synthesize information from class experiences, field experiences, the readings, and utilizing prior knowledge to explain a position, extrapolate information, and to make inferences that apply your new knowledge to a science education context. Each will account for 5% of your final grade (for a total of 20%) and will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

- Applications - The Application Assignments are an opportunity for you to transfer new knowledge and skills to an authentic context relevant to your own teaching situation. Each Application Assignment requires independent reflection, analysis, synthesis, and personalization of the concepts and strategies presented during the week. Suggested assignment lengths are provided for the Application Assignments. *Note:* These page lengths do not include (if applicable) the cover page, reference list, and appendices. Unless otherwise noted, Application Assignments must follow American Psychological Association (APA) guidelines. Please refer to the Texas A&M University online library resources for APA and in text citation and References assistance.

- Reflective Essay - In Week 5 of Summer I, a Reflective Essay will provide you with an opportunity to review, synthesize, and evaluate distinct concepts as they have affected your practice. Your work should reflect knowledge gained through the media segments, the readings, Discussions with your colleagues, Application Assignments, and personal experience. A suggested assignment length is provided for the Reflective Essay. *Note:* This page length does not include (if applicable) the cover page, reference list, and appendices. Unless otherwise noted, Application Assignments must follow American Psychological Association (APA) guidelines. Please refer to the Texas A&M University online library resources for APA and in text citation and References assistance.
• Skills Practical Test – Part of this class will be learning to integrate tools and technology to teach environmental science. On Thursday May 24th you will demonstrate competency in these skills through a practical test that will involve the collection of environmental data to solve a problem or to answer a question. Skills you will be asked to demonstrate may include orientation, mapping, land formation identification, GPS point acquisition, importing data into a spreadsheet and/or a geographical information system, and problem solving based on the information you have gathered. This test will be completed by teams of 3-4 students and assigned one group score. It is 5% of the grade and will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

• Lesson Plans – One individual lesson plan will be created that integrates environmental science content, standards based on College and Career Readiness, skills/technology, and multicultural awareness. The lesson plans will be Science oriented with Multicultural and Cultural Competence integrated throughout. The lesson will be taught to the Costa Rican students during Week 2.

• Participation – This is an intense 13 day course. 100% attendance and active participation is required. Participation with a positive and professional attitude is expected in all classes, activities, discussions, assignments, field excursions, and opportunities to interact with the Costa Rican students and people. It is 15% of your final grade and will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

• Final Exam – A final exam in the form of Final Presentations will be presented by the students on the last 2 days of our stay at the Soltis Center in Costa Rica. It will include information from readings, class activities, class discussions, and information gathered from the Fifty Strategies for Teaching English Language Learners, 4/E. The final exam is 15% of your final grade and will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

• Research paper with literature review – Graduate students will select a topic relevant to the course objectives, collect and synthesize literature on the selected topic, reflect on first-hand observations and experiences gained from participation in the course relevant to the selected topic, and write a research paper. The paper may be theoretical or applied. The research paper is due no later than July 5th, 2013. It is 15% of your final grade and will be assessed using the following scale: A (90-100); B (80-89); C (70-70); D (65-69); F (below 65).

Required Materials

• Fifty Strategies for Teaching English Language Learners, 4/E
  Adrienne L. Herrell, Florida State University
  Michael L. Jordan, California State University, Fresno
  Michael Jordan, California State University, Fresno
  ISBN-10: 0132487500
  Publisher: Allyn & Bacon
  Copyright: 2012
  Format: Paperback with DVD; 336 pp
  Published: 01/26/2011

• Additional journal articles - to be announced
Course Policies and Procedures

Attendance

This is an intensive 13 day course. Any absence(s) will result in the loss of 1/13th (8%) of your final grade for each day you are absent from any portion of the day’s required activities. Unusual and unavoidable circumstances resulting in an absence will be considered on an individual case basis.

See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Course Requirements

The courses in this program are offered via distance learning using an established online course platform. Candidates must have access to the following:

- DVD player for home entertainment system or computer
- Access to a tape recorder, digital camera, or other media equipment
- Access to an educational setting

Delivery of Assignments

All online assignments are due by 11:59 p.m. Mountain Time (MT) on the day assigned (which is 1:59 a.m. Eastern Time (ET) the next day). The time stamp in the classroom will reflect Eastern Time (ET), regardless of your time zone. As long as your submission time stamp is no later than 1:59 a.m. Eastern Time (ET), you have submitted on time. Skipping or waiving assignments is never an option; failure to complete one or more assignments may result in failing the course.

Classroom Access

Classroom access is strongly recommended for students enrolled in this course. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

1. Clear central idea carefully and coherently developed with intended emphasis
2. Correct grammar; no persistent mechanical errors
3. Neat appearance with evidence of having been carefully proofread
4. Academic integrity and honesty
5. Full documentation of research work
6. References cited using APA style (except in Discussion postings in online classrooms). *A Pocket Guide to APA Style* is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: [http://www.apastyle.org/](http://www.apastyle.org/)

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

**Academic Honesty**

Texas A&M University considers academic honesty to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and faculty of TAMU-CC recognizes the necessity and accept the responsibility for academic honesty. A student who enrolls at the University thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the school or academic program and, in turn, the Faculty Member.

**Plagiarism**

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Some infractions may include, but are not limited to the following:

- Wholesale copying of passages from works of others into an assignment, paper, Discussion forum posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment
Faculty Members monitor student work for evidence of plagiarism. In addition, the Office of Academic Affairs conducts periodic reviews of randomly selected samples of current student work for evidence of plagiarism.

Please note that your Instructor may require you to submit your work through Turnitin.com, which is a plagiarism prevention tool, prior to submitting assignments. You are strongly encouraged to review the Turnitin.com tutorial at http://www.turnitin.com/en_us/support/support-services

Candidates with Disabilities

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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.

Classroom Participation

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

Assignments submitted prior to the official start date will not count toward your participation.

Financial aid may be negatively affected if class participation as defined above is not met.
If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

**Nonacademic misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

(1) The instructor’s ability to conduct the class,

(2) The inability of other students to profit from the instructional program, or

(3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct**

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Itinerary & Agenda**

Attached