



IS 352.01E, 50896, Science Inquiry II

COURSE SYLLABUS: Summer II 2022

Class meets M, T, W, THR 9:00-10:50 am, STC 135

INSTRUCTOR INFORMATION

Instructor: Steven Allemang

Office Location: McFarland Science (STC) 148

Office Hours: Monday and Wednesday, 8:00-9:00 AM

Office Phone: 903 468 8650

Office Fax: 903 468 8651

University Email Address: Steven.Allemang@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 24 hours, week days only

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) **Required: IS 352 Lab manual** available only at the campus bookstore.

These are custom printed. Confirm you get the correct manual, 352B.

Software Required: regular MS office (or equal)

Recommended Materials: notebook, calculator, computer, printer or printer access, and note taking materials

FACE MASKS

Face masks are not required however it is recommended that you exercise safety and be cautious. We have a full class so it will be tight-close conditions. I recommend wearing a face mask for at least the first few weeks of the semester to keep from sharing any germs. It is common for colds, the flu, and strep throat to go around at the beginning of a semester due to close conditions and many people crowding into rooms together. Different variants of COVID are currently prominent in Hunt County. I prefer that you exercise safety and stay healthy.

Course Description

Science topics and themes are chosen to emphasize broad concepts highlighted in the Texas and national science standards. Topics will include conservation laws, systems in nature, the nature of scientific inquiry and presentation of scientific information. The course will be taught by an inquiry-based method, modeling instructional techniques proved effective by current educational research. This course is designed for interdisciplinary education majors.

The syllabus/schedule are subject to change.

Science is an interesting and diverse topic; learning and teaching can be enjoyable as well as educational. Science is what allows mankind to function in a productive manner. We will explore the question, "What is Science?" and help each individual grasp an understanding of his/her own teaching philosophy.

Students will participate through hands-on experiments, in a cooperative learning environment, and lecture. Pedagogy, methods and techniques, critical thinking, data analysis, proper handling of equipment, and content will be explored in this course.

Topics covered:

Matter and Interactions

The main purpose of this module is to introduce students to theories and models that can help explain some of the properties of materials, changes in those properties, and interactions between materials. The 'small particle theory' is used in the Physical Changes Unit to account for the properties of gases, liquids, and solids, and changes in state. In each of these physical changes, the identities of the materials, as well as their masses, remain the same. In the chemical reactions unit, students will consider situations where the identities of the materials change. Students will learn how to classify materials according to macroscopic properties, and learn that mass is conserved even during chemical reactions. Students will learn about the small particle theory for chemical reactions, and how elements and compounds are composed of small particles—atoms, molecules, and formula units and can then 'explain' why mass is conserved in chemical reactions (or physical changes) in terms of the same number of atoms of the reactants and products in the chemical reaction. Students will explore how materials are classified and organized according to their physical and chemical properties (Periodic Table), and how the organization can be explained in terms of atoms and ions and the behavior of valence electrons. Finally, students will use a simple model to describe ionic and covalent bonds and explain the chemical composition of molecules and formula units. Finally, if time allows, students will study light and color; to approximate the color spectrum and understand that light travels in straight lines; its behavior can be represented light ray diagrams.

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Physical Changes

The purpose of this unit is to introduce students to the small particle theory of gases, liquids, and solids. Through experiments, demonstrations, and movies, they will observe macroscopic phenomena and then, with the aid of computer simulations, try to explain the phenomena in terms of small particle theory. Students will consider gases and investigate changes in the macroscopic quantities of pressure, volume, temperature, and mass which leads them to a mathematical statement of the relationship between these quantities known as the Ideal Gas Law. Students will explore the changes of states of matter, consider liquids, and the change of state from gas to liquid. They are introduced to different forms of matter and can be used to distinguish substances from one another such as the characteristic property of density. Students also examine the differences between solids and liquids. Students will examine the role of energy in

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physical changes, and come up with energy models for the heating and cooling of substances, and for changes of state between solids, liquids, and gases.

Chemical Reactions

In this unit, students use the small particle model to explain changes to materials (gases, liquids or solids) that do not involve changes to the physical identities of the materials. They will explore what happens when materials interact in a way such that their chemical identities change indicating a chemical reactions.

Students will learn about the evidence supporting the claim that a chemical reaction has occurred and to classify materials as pure substances (elements and compounds), and mixtures (solutions and heterogeneous mixtures) according to macroscopic criteria.

Students will gather evidence to conclude that mass is conserved during chemical reactions as well as during physical changes. Students will learn about the small particle theory of chemical reactions, and that elements and compounds are composed of small particles—atoms, molecules, and formula units and become familiar with both pictorial and chemical equation representations of reactions.

Students learn about how elements can be classified and organized, and develop a general understanding of the organization of the Periodic Table. Students will learn how the macroscopic organization of the Periodic Table can be simply 'explained' in terms of atoms, ions, and the behavior of valence electrons. They will use the Lewis Dot Diagram Model to describe both ionic and covalent bonding, which provides insight as to why molecules or formula units are comprised of very specific numbers of different atoms. The syllabus/schedule are subject to change.

Students will use what they have learned to explain everyday chemical and physical phenomena.

Waves, Sound, Light, & Color

The main purpose of this unit is to introduce students to a wave model, studying different types of waves and phenomena that can be explained in terms of waves.

Students will be introduced to properties of mechanical waves in one dimension, two dimensions, and three dimensions according to types of waves and mediums. Wave properties include amplitude, frequency, wavelength, and wave speed. They also learn about both transverse and longitudinal waves. The unit on light includes a very brief introduction to electromagnetic waves, describing visible light. Students use the light ray model to explore pinhole and shadow phenomena and to learn about reflection and refraction of light. As time allows, students will learn about how the eye/brain system perceives color and explore both color addition of lights and color subtraction with color filters.

Students learn that light is a special type of wave-motion known as an electromagnetic wave. Unlike mechanical waves, electromagnetic waves do not require a medium to travel through. Visible light occupies a tiny fraction of the entire range of electromagnetic waves, and within that range the different frequencies (wavelengths) of light are perceived as different colors.

Students will learn that light travels in straight lines and that its behavior can be represented light ray diagrams. Finally, if time allows, students will study light and color; to approximate the color spectrum by assuming it consists of three bands: red for the longest wavelengths, green for the middle range, and the blue for the shortest. After a

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description of the three-color receptors in the eye, students learn about color addition of lights

Student Learning Outcomes

1. Students will gain a better pedagogical understanding.
 - Students will identify and practice different teaching methods.
 - Students will identify different learning styles.
 - Students will be able to determine how teaching and learning styles compliment or support material in various situations.
 - Students will better understand the NGSS/TEKs alignment and how that process applies to content delivery.
2. Students will be better prepared to achieve success completing the TExES exam.
 - Students will understand the basic methodology of science through experimentation.
 - Students will understand the meaning, application, and concepts of force and motion: types of forces, Newton's laws of motion, energy, conservation of energy, and historical contributors such as Aristotle, Galileo, and Newton.
3. Students will assist the instructor through cooperative learning to provide interesting and practical science knowledge and skills for taking instruction into the classroom and everyday life.
 - Students will learn and practice student centered instruction.
 - Students will develop a plan for laboratory safety and classroom management through daily practice and techniques.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

D2L will be used for grades and as a venue/repository of review material and PowerPoints. All work to be graded will be printed by the student and turned in to the professor or teaching assistant. Students should have basic understanding and ability to manage fundamental computer skills such as MS Word, Excel, & PowerPoint (or similar)

Instructional Methods

This class will meet in STC 135 from 9:30-10:45 Tuesdays and Thursdays. The instructional methods for this course will vary with the topic being explored. Students will be attentive through any lecture, providing the instructor/presenter their full attention. Questions are welcomed and encouraged during lecture, however students will not engage in "personal discussions" thus disrupting class.

Students will be working in groups to complete labs throughout the semester. This is a hands-on methods course. It is imperative that **students do NOT miss class** as their group will not have each member's contribution. Any **missed classes will not be made up**. For clarification purposes, there are NO make-up labs. This includes any lab section of a test.

Emailing, turning in work through D2L or any other digital means will not be accepted as work completed. ONLY printed work will be accepted as complete and graded, no exceptions made.

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Students may **not email** work to the professor, teaching assistant, or peers to be printed on their behalf, each person is responsible for printing their work and turning in on time as assigned.

Student Responsibilities or Tips for Success in the Course

This class requires regular attendance as much of the content is delivered in a hands-on format that will build from one lesson to the next. If you miss a class you may miss the skills needed for the next and future lessons. Missing even one class can cause a significant gap in your learning and understanding. The best thing you can do to be successful in this class is to not miss class.

GRADING

The following scale will be used for determining final course grades:

Daily assignments/labs	40 %
Notebooks	15 %
Tests (15% each)	45 %

90% < A < 100%
80% < B < 89%
70% < C < 79%
60% < D < 69%
F < 60%

Tentative Exam Dates

- 1) July 20
- 2) August 3
- 3) August 11

The syllabus and/or schedule are subject to change.

Plagiarism or cheating will not be tolerated for any reason and violation will provide the individual(s) involved with a failing grade and a referral to the dean's office for further disciplinary action.

Assessments

Daily labs-There will be no make-up labs. If you are absent on a day we take a grade for a lab, you will receive a grade of zero; there is no way to make up work missed. Daily assignments and labs are 40% of the course grade.

Lectures-There will be a few lectures and some mini-lectures. If you miss notes, I recommend asking a couple of people for a copy of their notes so that you have a good coverage of the material missed. You will be responsible for all material at the time of the test.

Exams-If you know you are going to miss an exam, please **notify me in writing** (email) to make arrangements in advance to **take the test early**. If you miss an exam it must be scheduled and completed before the graded exams are returned to the class, generally the next class day. For example, if the test is given on Tuesday, they should be returned to the class on the following class time, which will be in two days on Thursday, allowing Wednesday for the makeup exam to be completed.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of BrightSpace, please contact BrightSpace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Please take advantage of office hours; they are scheduled for you. Please also feel welcome to email any questions you may have.

Students are welcome to visit during office hours or at any other time I am in my office and available. For a specific time outside of the scheduled office hours please call my office or email to schedule an appointment.

All written communication should be through email at this address: Steven.Allemang@tamuc.edu

Students will be expected to regularly check their email provided by the University through D2L as this address is provided to the instructor. In **ALL email**, students are required to include the following information in the subject line: **the course name, last then first name, and a (very) brief statement/inquiry.**

e.g. Subject: IS 351, Steven Allemang, lesson #3 question

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This will allow all inquiries to be answered as soon as possible. If a response is not received within 2-weekdays then assume there was a problem with the email and please follow-up through other contact options. I have had recent IT issues, if you do not hear back, stop by the office or give me a call.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Specific Policies

Violation of any class policies will be reflected on the student's final grade for the course.

1. Be professional. You are completing your degree and preparing for the classroom as the facilitator of instruction. Your attitude should reflect your professionalism, which should include the remaining class policies.

2. Be here. Absences will result in lowering your overall grade, if you are not in class, you will miss important content. If you know in advance that you are going to miss a class, please inform me in writing **via email**. If you know in advance that you are going to miss an exam, make arrangements with me to take the test early. Tests are handed back the very next class so you will only have one day to make up an exam.

3. Be on time. It is important that you arrive to class on time; tardiness is a direct reflection of your professional attitude. This class meets T/R 9:30-10:45 am. This is a very short amount of time and must be utilized effectively. Tardiness is a bad habit, very impolite, and unprofessional.

As a teacher, you will be expected to turn in grades on time as well as meeting other deadlines; again be professional. Absences are not considered a "good reason" for turning in late assignments. All due dates are given in advance; take them seriously as **late work is not accepted**.

4. Be courteous. Cell phones will be turned off; failure to comply will result in the student being excused from class and receiving a zero for the daily assignments. I will give you my undivided attention and I expect the same of each student. For clarity-**I do not want to see your phones**.

5. **No electronic devices** (this includes use of a computer/tablet/iPad/recording device) will be permitted during class unless arrangements are made in advance and approved by me. I have a set of computers that will be supplied for any needed assignments during class.

6. This class meets in a lab, which means **food and drinks are prohibited**. As we will be completing chemistry labs, safety glasses, long pants, and closed-toe shoes are required. **Do not wear shorts, skirts, crop tops, tank tops, or any open-toed shoes to class**.

Course Specific Procedures

1. Students are required to take all exams and must be completed before the exams are returned to the class. Exams are 45% of your grade; 15% each.

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2. Students will be responsible for their learning and participate in all class activities with a positive, constructive attitude. Professionalism will be practiced.
3. Students will have all homework completed upon entering class. Late work is not accepted so do not be late to class. Students will not attempt to work on any material for another class.
4. Students will be printing a large amount of material through the semester for regular assignments, determine your solution for printing material before the time it is needed. Students will need computer and printer access. Students will be responsible for their own printing needs. Emailing material for the professor (or TA) to print is **not an option**. **All written work should be printed (not handwritten) and include citations**. Always cite work, we do not want to practice plagiarism.
5. Students will participate and contribute equally in-group activities. Failure to comply will be reflected in the non-compliant student's grade and will not be a detriment to the remaining group members. All collaborative assignments will have an individual grade for each student dependent upon their contribution, collaboration, content, and professionalism. If there is a conflict within a group, please see me.
6. Students are welcome to visit during office hours, or make an appointment if the posted hours do not fit the need. If you are struggling, seek assistance early, I am here to help you learn.

ALL students have the option to earn an A for this class, however extra credit is not usually offered. Although I have the right to drop a student for excessive absences, I won't do so. Students have the right to earn an F if they decide to not complete the work. I generally do not offer or approve drops/incompletes for poor effort. Remember you are training to teach which will affect the next generation of students.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

The syllabus and/or schedule are subject to change.

Science

Standard I. The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

Standard II. The science teacher understands the correct use of tools, materials, equipment, and technologies.

Standard III. The science teacher understands the process of scientific inquiry and its role in science instruction.

Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Standard V. The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

Standard VI. The science teacher understands the history and nature of science.

Standard VII. The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.

Standard VIII. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

Standard IX. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

Standard XI. The science teacher knows unifying concepts and processes that are common to all sciences.

https://tea.texas.gov/sites/default/files/EC_6_Science_Final%283%29_0.pdf
https://tea.texas.gov/sites/default/files/4-8sci_0.pdf

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In science, many of the concepts work in conjunction with others. The weekly outline is general and not specific. (list outline is for a long semester)

Week	Topic
1-2	Syllabus, expectations, pedagogy, notebooks Physical Changes
2-4	Periodic Table, Chemical Reactions, Bonding
4-5	Waves, Sound, and Light

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