104-UCCh.



Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

	: # £# F	-			
	<i>}₽</i>	7.J.———			
7 7 -	<u> - </u>				
_					
_					
<u>l.</u> .					
<u> </u>					
'					
7_					
<u> </u>	***				
			 <u> </u>		
		<u> </u>	 		
- 					
. •					
•					
### 1	^ · 				
		,			
);				
	1, 1				
	1, 1		Collago/Soba	Sahaal of Education	
	- 1, · ·		Collogo/Sobo	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collogo/Saka	Sahaal of Education	
	- 1, · ·		Collogo/Soko	Sahaal of Education	
	- 1, · ·		Collago/Saka	Cahaal of Education	
	- 1, · ·		Callaga/Saka	School of Education	
	- 1, · ·		Collogo/Sobo	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collogo/Soko	Cahaal of Education	
	- 1, · ·		Collogo/Saka	School of Education	
	- 1, · ·		Collogo/Sobo	Cahaal of Education	
	- 1, · ·		Collago/Sobo	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	
	- 1, · ·		Collago/Saba	Sahaal of Education	
	- 1, · ·		Collogo/Sobo	Cahaal of Education	
	- 1, · ·		Collogo/Saka	School of Education	
	- 1, · ·		Collogo/Sobo	Cahaal of Education	
	- 1, · ·		Collogo/Sobo	Sahaal of Education	
	- 1, · ·		Collago/Saka	Sahaal of Education	

5. COURSE REPEATABILITY: [15] this course repeatable for course r	redit? YFS	NO x	
<u>, , , , , , , , , , , , , , , , , , , </u>			
Andrew Indicate when the			
	1		
•			
		•	
	1 1 1		

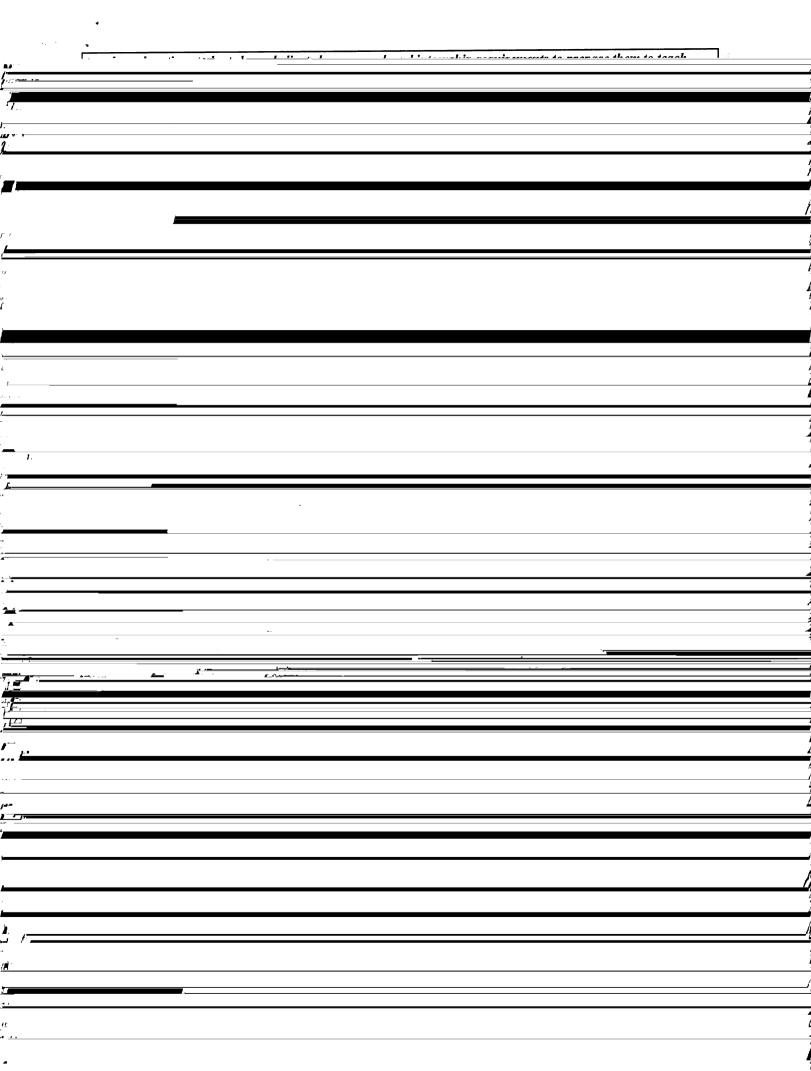
7 submitted

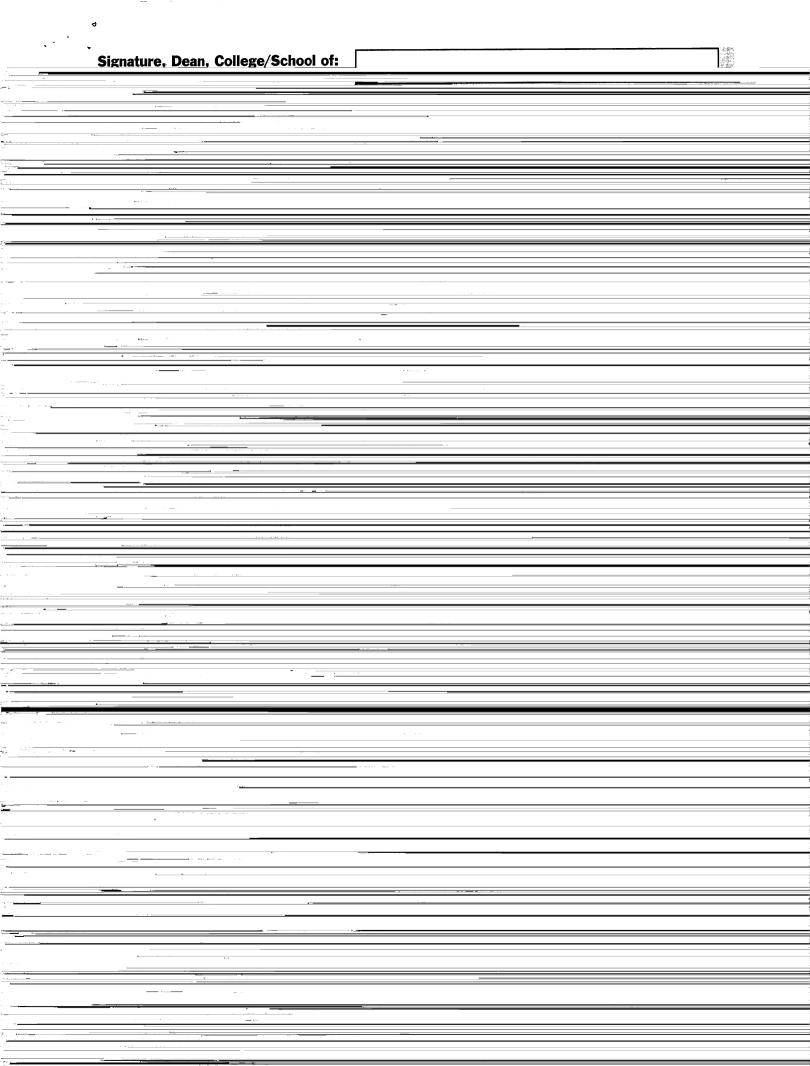
8 submitted

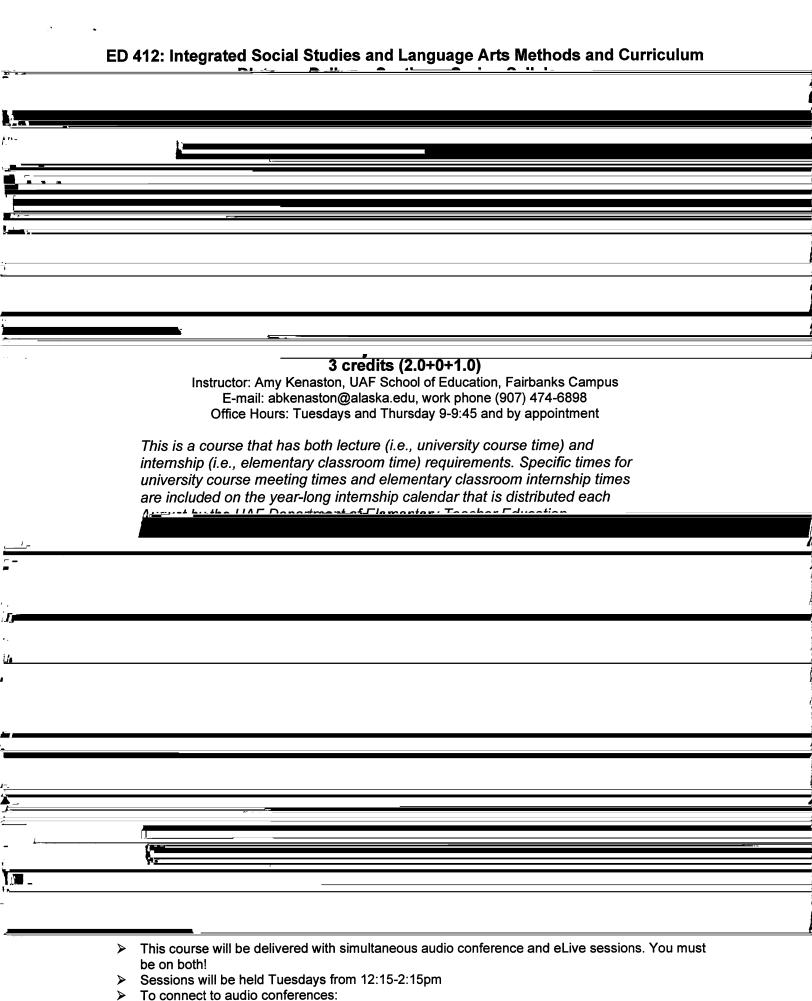
Format 6 also submitted

	8. IS INIS COURSE CURRENILI CROSS-LISIED:	
	YES/NO x If Yes, DEPT NUMBER	
	(Requires written notification of each department and dean involved. Atta	ch a copy of
	written notification.)	
	Witten notinedations,	
	9 ADIDINA SYATEM. Sandile and and	
<u> </u>		
L		
<u>, L</u>		
•		
<u>-</u> -		
l		
	<u> </u>	
, <u>C</u>		
. –	·	
· -		
1		
	' <u> </u>	
Ž-12		
	10. ESTIMATED IMPACT	
	10. ESTIMATED IMPACT	
7. TF 7. 2. 2	10. ESTIMATED IMPACT	
7. TF 7. 2. 2	10. ESTIMATED IMPACT	
7. TF 7. 2. 2	10. ESTIMATED IMPACT	
Y .5	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
Y .5	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	
); ; ·	10. ESTIMATED IMPACT	

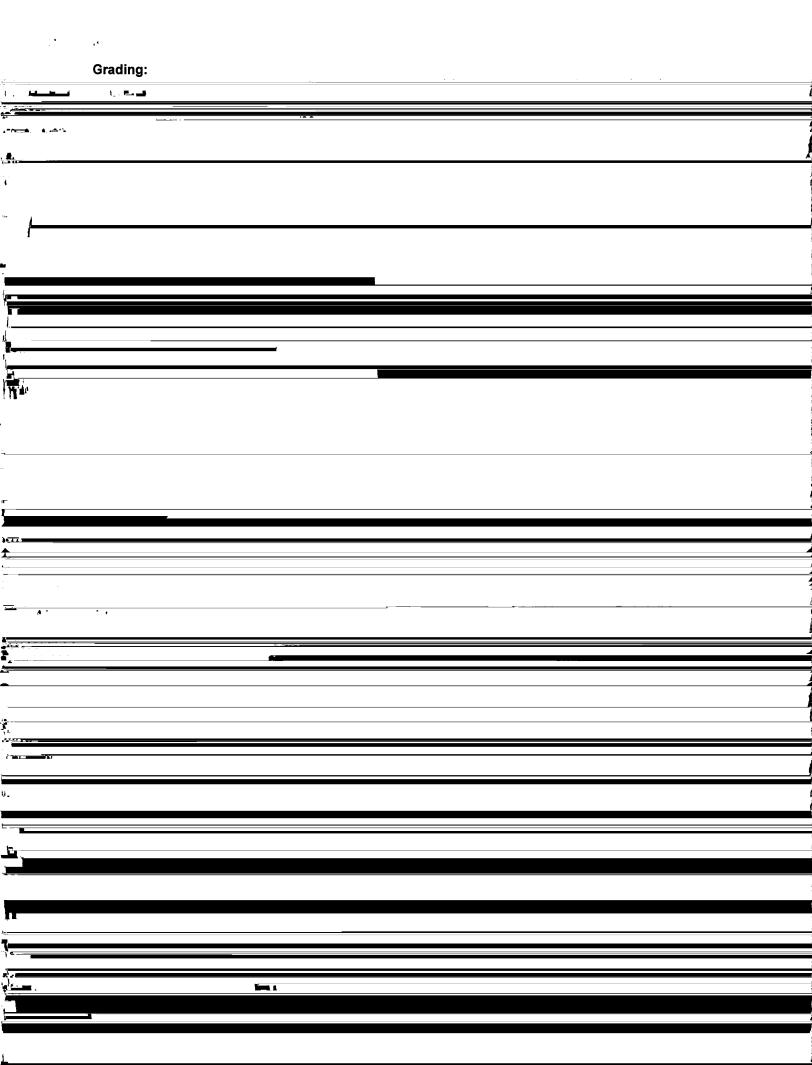
11. LIBRARY COLLECTIONS







Dial the Tell Eres number 4 000 E70 2504

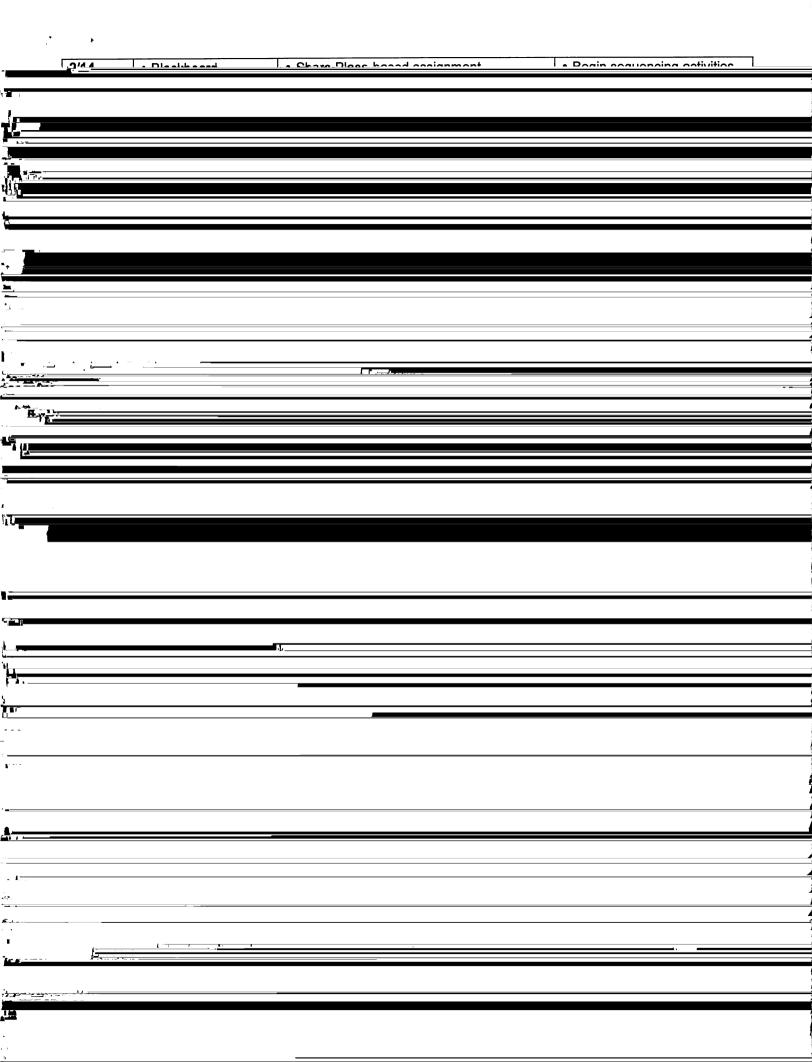


	Information on Blackboard discussion strands:
i	Required course readings will be discussed during audio conferences and through structured discussion
Tr.	
	discussion strands on Blackboard. For each strand/ reading assignments, there is a corresponding
	prompt. Students will have three responsibilities for each of the three strands: 1) Respond to the initial prompt 2) Read, reflect on, and respond to the responses of two of your classmates to the initial prompt
	and 35Bead nour classmates' reflections an nour initiaLressonse, and write a short follow-un rentu
<u> </u>	
1	
<u>k</u>	
· 	
	supthesizing their responses. Expectations for each of the three compensate are as follows:
L:,	
1	
1	
_	

Course Schedule and Overview of Due Dates

	Date	What is due and how to submit it	Agenda for audio conference	Before the next audio- conference you need to	
	1/47,	<u> </u>	Overview of goals assignments activities	Complete Session 2	
<u></u>					
	C.				
1					
_					
:					
45	-				
4 ***		~ _	()		
	#5 .	7			
			•		
<u> </u>			·		
<u> </u>					
-					
Ď,					
-		, , , , , , , , , , , , , , , , , , ,			
. i l					
<u> </u>					
-		T			
			F		
-	7		-		
	L.S				
- Land 100	<u> </u>				

_					
5.5					
<i>)</i> =			·-		
			h-7		



ED 412 Reading Assignments and Prompts for Discussion Strands

Strand	Assigned Readings for Strand	Prompt for Response	Initial Response to Prompt Due:	Reactions to Two Peers' Responses Due:	Reply to Peers' Reactions to Your Response Due:
	Place- and Community- Based Education in Schools by Gregory Smith and David Sobel: Read Preface (p. viii-xiii) and	While you are reading, think about the ways in which some of the multiple and varied examples of place- and community-based learning described in the book are visible in your school and			
Į.					
-1					

1

Targeted UAF elementary program competencies (ESSAP components):

	ESSAP COMPETENCY (see Internship Handbook for description of the ESSAP) 2-4/3-2/5-1Recognize the differences in cultural and linguistic backgrounds of students and demonstrate	Context of assessment Place-based assignment	
<u></u>	2 10 20 11 GOOGINEO di Gameronocci il cultural di la migalorio suongroundo di Guadente dell'inflatate	Place-based assignment	
incinit d Table 17 a			
<u> </u>			
=			
,			
•			
	<u></u>		
F			
)			
-			
Į Į			

<u>What is the UAF Writing Center?</u> UAF's Writing Center offers distance students the opportunity to improve their writing through distance tutoring. Student tutors at the Writing Center, located on the Fairbanks campus, can help with brainstorming and generating topics, organizing ideas, developing research strategies, using a variety of citation styles, and editing for clarity and correctness. <u>What Services Can I Expect?</u> We will collaborate with you on a one-to-one basis with any aspect of your writing: planning, drafting, and revising. We can also help you discover ways of improving grammar,

7	· ··	
	consequences will be implemented by the instructor, and the student can choose to appeal their final course grade	
	through the UAF grade appeals process following the completion of the course.	
	Consequences: The following consequences are commonly used for plantarism, cheating and participating in an	
_		
ē		
r.		
.		4
1		
-	 	
- —		
•		
	 A mark of 0 on an assignment Reduction of a grade in a course 	
	A grade of F for a course.	
	Connection with UAE School of Education Concentral Exemption	
, L		
3 *		
Ú		
i.	<u> </u>	
5-1	The overarching goal of the UAF School of Education is "to prepare professional educators who are	
	culturally responsive, effective practitioners." This course directly reflects that goal by: helping interns	
	to a first of the state of the	
nu=		
) L		
<u>}</u> _[
·		
.	Eq	
<u>. </u>		