General Information

Class Website:  http://www.cs.uni.edu/~schafer/TLP/index.html

Time and Place:  This primary delivery of this course is done asynchronously and online. However, we will meet face-to-face on two occasions:

- Saturday, February 15, 8:30 AM - 12:30 PM, Des Moines
- Saturday, April 4, 8:30 AM - 12:30 PM, Des Moines

Credit Hours: Three (3). This course meets the Course Credit Hour Expectation outlined in the Course Catalog. Students should expect to work approximately 9 hours per week on this course.

Instructor: Ben Schafer
Email: schafer@cs.uni.edu  [Note, please use this address instead of my @uni.edu address]
Office: 316 ITTC, phone 273-2187
Office Hours: There are no regularly scheduled office hours at this time. That may change based on course needs.

Course Information:

Course Description
Enhances understanding of programming, addresses elements of program quality, and examines the pedagogy of programming instruction. Topics include program quality, goals of programming instruction; teacher beliefs about programming content and pedagogy; inclusive, supportive, and equitable practices; curricular alternatives; and assessment-based instructional planning.

Course Learning Outcomes
By the end of this semester students taking this course should be able to meet the following objectives:
- Identify programming fundamentals and discuss prerequisite relationships
- Analyze programming language considerations for a classroom
- Explain the program design process
- Identify aspects of quality programming
- Recognize the presence/absences of quality elements and suggest improvements
- Discuss their teaching/learning beliefs related to programming instruction
- Identify learning considerations
- Discuss supportive practices in general and in the context of a specific scenario/classroom
- Apply programming based considerations to instructional design

Required Materials
We will use parts of "Teaching Tech Together: How to make lessons that work and build a teaching community around them" by Greg Wilson (ISBN 978-0-367-35297-4). This book has been provided to you.

Having said that, no single textbook fits our needs. Required readings and other materials will also be selected from legally available resources on the internet or from instructor produced materials.
Course Grading

[Note: The following is my intention on 1/13/2020 about how I will be grading/evaluating your work and assigning final grades. However, in an effort to be responsive to your needs I reserve the right to modify the structure of this course as we are in progress. If there is significant deviation from the policies described below the new policy will be openly and clearly discussed with you and in a timeframe that gives you a time to plan accordingly.

You will earn five grades/scores in this course. Each of these is a 5-0 score based on the idea that an A is worth 5 points, a B is worth 4 points, a C is worth 3 points, a D is worth 2 points, and an F is worth 1 or 0. Think of this as the standard 4 point GPA system with one point added to everything to allow for there to be two levels of F at the end of the semester.

These five grades will consist of:

- 3 Competency Demos (Units 1-3)
  - These are sort of like "mid-term" exams and largely follow the concept of Competency Demos used in our prior courses.
  - These will be given at the F2F meetings in February and April.
  - If you are unable to attend a F2F meeting you will need to make arrangements to complete the missed CD.
  - As in our previous courses, you will have an opportunity to retake a competency demo if you are unsatisfied with your grade.

- 1 Final Project
  - This will be a course design project based on your individual school district and classroom.
  - This will largely serve as the competency demo for Unit 4 but will almost certainly include elements of units 1-3)
  - It will be officially due on Friday, May 8th. Because this is a final project there will no opportunity to revise your project after that date. However, there may be opportunities to submit a version earlier than this date for feedback to guide your final deliverable. This will be discussed during Unit 4

- In-Unit Deliverables and Small Group Participation
  - I recognize that most of you are working adults trying to balance a full time job, coaching, family lives, and, in some cases, other courses. As such, I have tried to design this course to have some flexibility.
  - Having said that, I firmly believe that in order to really learn in the course you need to participate in consistent and ongoing interaction with the material and with your peers. I think you rob yourself, and your peers, if you disappear from the course for too long.
  - This course will have somewhere in the range of 15-20 individual deliverables and 7-10 small group deliverables.
    - In MOST cases I will not be assigning differentiated grades on these beyond 1 point each for turned in "on-time" and shows meaningful effort for completion.
    - If I feel that people are abusing this system (that is, people are submitting documents on time but showing the bare minimum of effort) I may modify this policy to have more levels of grading [or simply become very picky about what is needed to get the 1 point of credit]

- The five point grade for this section of the course will be assigned based on a formula CLOSE to:

<table>
<thead>
<tr>
<th>Score</th>
<th>Percent</th>
<th>Score</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>&gt;90</td>
<td>2.5</td>
<td>65</td>
</tr>
<tr>
<td>4.5</td>
<td>85</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>1.5</td>
<td>55</td>
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<tr>
<td>3.5</td>
<td>75</td>
<td>1</td>
<td>25-50</td>
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<tr>
<td>3</td>
<td>70</td>
<td>0</td>
<td>0-25</td>
</tr>
</tbody>
</table>
At the end of the semester you will have had the opportunity to earn up to 25 points (five numerical scores from 0-5). Your overall grade will be based on the sum of these scores and the following cutoffs.

<table>
<thead>
<tr>
<th>Score Cutoff</th>
<th>Grade</th>
<th>Score Cutoff</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>A</td>
<td>13.5</td>
<td>C</td>
</tr>
<tr>
<td>22</td>
<td>A-</td>
<td>12</td>
<td>C-</td>
</tr>
<tr>
<td>20.5</td>
<td>B+</td>
<td>10.5</td>
<td>D+</td>
</tr>
<tr>
<td>18.5</td>
<td>B</td>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>B-</td>
<td>8</td>
<td>D-</td>
</tr>
<tr>
<td>15.5</td>
<td>C+</td>
<td>7.99 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

**Course Structure**

The course is divided up into several "topics." Each topic is approximately two weeks long. Each topic will consist of some combination of the following activities

- **Readings**
  - These will come from either the textbook or from online resources.
  - There is no deliverable associated with the reading but completion of the reading may be beneficial in completing the next activity.
  - I encourage you to have these done the first Tuesday of the topic
- **Individual Reflection #1**
  - This activity asks you to think through your own experiences as a teacher and as a novice programmer. It may also ask you incorporate elements of the reading that you completed.
  - You will typically create a document where you answer several questions, make a list of ideas, reflect on some code, etc.
  - You will submit this to me as evidence that you meaningfully completed the activity.
  - This is typically due on the first Thursday of the topic.
    - I will allow a small number of activities to be late and still count as "on time" However, I will limit the number of these and that limit will be based on how late they actually are. In other words, four or five activities late by one day each might be allowed. But I might only accept three activities if they are late by week.
    - Communicate with me if you have issues in your life (illness, bad week at work, etc. that cause you to be behind schedule).
- **Small Group Report**
  - Throughout the course you will be assigned a "small group" of 3 or 4 students. These are similar to the study groups you used in FCCS. However, the members of your group will change from unit to unit.
  - As a group you will discuss your individual reflections for the week and use your collective wisdom to come up with a small group reflection (often times VERY similar to the individual reflections but occasionally including some new material).
    - You will need to schedule a time when the members of your group can get together using, Zoom, Google Hangouts or some comparable software.
    - You will want to arrange this meetup to include screensharing by at least one member of the team since you will be creating a group document.
  - This is typically due on the second Monday of the topic [I am trying to give you multiple days, including a weekend, between the time that your individual reflections are to be completed and your group reflections are to be completed].
  - Your group should clearly indicate which of the members of the group actively participated in the discussion and the generation of the group report. Again, I understand that OCCAISONALLY life will
come up and you will not be able to actively participate with your group. I am accounting for that in the grading. I ask that both you and your teammates be honest if you were unable to participate one topic. Once will not hurt your grade. A pattern of absences will.

- **Small Group Questions**
  - The real problem with a course taught primarily online is that there often isn't a good mechanism for the students to provide questions, feedback, discussion points to the teacher.
  - In addition to submitting a Small Group Report I want your group to have the OPTION of submitting one or more questions, comments, issues, etc. I will always try to respond to these in a timely manner either directly to your group OR, depending on the situation, to the class as a whole.
  - This submission is optional and is NOT part of your "in-unit deliverables" grade.
  - If you choose to submit this document I ask your team to submit it with your Small Group Report on the second Monday of the topic. Having said that, since these aren't graded and are there to help me help you, please feel free to submit at ANY time.

- **Individual Reflection #2**
  - Once the small group reports are submitted I will post these online for all to see.
  - I will ask you, as an individual, to read the small group reports from the other groups. I will ask you to reflect on what other groups came up with that your group didn't as well as what was common across the class as a whole.
  - To wrap this all up you will submit a second reflection discussing these issues and wrapping up your "final" thoughts on the topic.
  - This is typically due the second Saturday of the topic.

It is worth noting that while Unit 4 – Designing Instruction will have some of these common elements it will also have your final project (again, which is like your final competency demo) as part of it's timeframe. Unit 4 may differ slightly from the first 3 units in its overall structure.

**Scholastic Conduct**
You are responsible for being familiar with the University’s Academic Ethics Policies:

https://www.uni.edu/policies/301

Copying from other students is expressly forbidden. Doing so on exams or assignments will be penalized every time it is discovered. The penalty can vary from zero credit for the copied items (first offense) up to a failing grade for the course. If an assignment makes you realize you don't understand the material, ask a fellow student a question designed to improve your understanding, not one designed to get the assignment done. Your final submission for assignments should be individual, original work unless otherwise specified. Any substantive contribution to your solution by another person or taken from a publication should be properly acknowledged in writing. Failure to do so is plagiarism and will necessitate disciplinary action. In addition to the activities we can all agree are cheating (plagiarism, bringing notes to a closed book exam, etc), assisting or collaborating on cheating is cheating. Cheating can result in failing the course and/or more severe disciplinary actions. Remember: Discussing assignments is good. Copying code or answers is not.

**Accessibility**
The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or Email accessibility services@uni.edu. Visit Student Accessibility Services (https://sas.uni.edu/) for additional information.