

## EDTL:5280:0WKA Advanced Placement: Physics I

June 25-28, 2019: 2 semester hours

**Location, Day, Time:** The University of Iowa, the College of Education, and The Connie Belin & Jacqueline N. Blank International Center for Gifted Education, have sponsored the Advanced Placement Teaching Training Institute (APTTI)

**Location:** All sessions will be held on the University of Iowa campus

**Days:** Tuesday, June 25 – Friday, June 29

**Time:** 8:00am – 5:00 pm

- Tuesday: Onsite check-in (8:00 – 9:15 am); Opening session (9:30 – 10:00 am); Class (10:00 am – 5:00 pm)
- Wednesday – Friday: Class (8:00 am – 5:00 pm)

**Consultant:** Oather Strawderman

**Contact Information:** [www.PhluidPhysics.com](http://www.PhluidPhysics.com)      [oather@phluidphysics.com](mailto:oather@phluidphysics.com)

**APTTI Administrator:** Kristin Flanary      Ann Lupkowski-Shoplik  
[kristin-flanary@uiowa.edu](mailto:kristin-flanary@uiowa.edu)      [ann-shoplik@uiowa.edu](mailto:ann-shoplik@uiowa.edu)

Belin-Blank Center (319-335-6148)  
600 Blank Honors Center  
University of Iowa  
Iowa City, IA 52242

**Course Supervisor:** Dr. Laurie Croft ([laurie-croft@uiowa.edu](mailto:laurie-croft@uiowa.edu))  
Associate Director, Professional Development  
Belin-Blank Center (319-335-6148)  
600 Blank Honors Center  
University of Iowa  
Iowa City, IA 52242

**Required Readings:** College Board materials provided  
Sample textbooks appropriate for AP coursework

**Course Description:** This two-semester hour class will focus on is designed to help teachers build the foundation for a successful AP Physics program. Emphasis will be placed on the rigor of the material that students need to be successful on the AP Physics exam. A significant amount of time will be spent addressing how the redesign does not just change what we teach, but how we teach. Laboratory investigations will be incorporated throughout the workshop, with special emphasis on transitioning your laboratory into a student-inquiry based program. We will also focus on the exam and how best to prepare your students for it. We will review the requirements for the course audit and the syllabus requirements. Time will be allowed for best practices and for sharing ideas as a group.

**Course Objectives:** Participants will:  
Become familiar with the AP Physics 1 Curriculum Framework.  
Learn about new PER based item types.  
Develop 'procedures' for Inquiry based labs.  
Discuss ways to improve equitable participation in their AP program and to increase overall participation.  
Have an opportunity to examine an AP exam and learn about the AP Reading.  
Share best practices for labs by unit.

**Evaluation Options:** Students registered for this course at the graduate level have two options available to them for evaluation. By default, graduate students will receive a “Satisfactory/Unsatisfactory” grade. This option enables participants to focus on course content without the traditional concerns about letter grades.

Graduate students may earn a letter grade if they have spoken with their College Board Consultant. If you prefer to earn a letter grade for the course, you must talk with the Consultant **as soon as possible**.

**Grading Procedures:** This is a version of “contract grading.”

**You are guaranteed a Satisfactory (or a “B,” following a discussion with your College Board Consultant) if you:**

1. Satisfactorily participate in all activities and discussions during the Advanced Placement Teacher Training Institute, receiving a College Board/Belin-Blank Center Certificate of completion.
2. ***Present a “Best Practice” on the last day of the workshop. This can be a lab, demo or web resource. If you have handouts please bring them on a flash drive or email them to the consultant for sharing.***

**You may earn an “A” if you:**

1. Complete the above; and
2. ***Turning in a comprehensive AP Physics course syllabus that passes the audit submission process.***

**Course Requirements:** Satisfactory completion of all required activities is mandatory for either the “S” or the letter grade.

## University of Iowa College of Education: Important Information and Contacts

**Student Rights and Responsibilities:** All students in the College of Education have specific rights and responsibilities. You have the right to assistance with any complaints you have about classroom activities or instructor actions. Information is available at <https://education.uiowa.edu/coe-policies/student-complaint-procedure>. You have the right to an experience at The University of Iowa free from harassment of any type; you can find university policies, as well as resources for you should you encounter harassment of any type, at <https://opsmanual.uiowa.edu/community-policies/anti-harassment>.

You also have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability; you, however, have the initial responsibility to register with Student Disability Services, and to let me know if any special needs you may have. Resources concerning University support for students with disabilities is available at <https://sds.studentlife.uiowa.edu/>.

Your responsibilities as a student at The University of Iowa include active participation in the educational process. As well, you are also expected to be honest in completing all activities and assignments for this class. You may not submit an assignment completed for another class to fulfill requirements for this class, unless you have discussed this possibility with the instructor and considered appropriate revisions/edits. (The College's policy on inappropriate student conduct is on-line at <https://education.uiowa.edu/coe-policies/student-academic-misconduct>.) You have a responsibility to your classmates to help to create a classroom environment where all may learn. At all times and in all activities, this means that you will respect the other members of the class and the instructor, and treat them with the courtesy you hope to receive in turn.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling deadlines, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

For any of these policies, or about concerns, you can contact: Dr. Laurie Croft, Associate Director for Professional Development, the Belin-Blank Center, 600 Blank Honors Center, The University of Iowa, Iowa City, IA 52242. You may also call Dr. Croft at (319) 335-6148, (800) 336-6463, or e-mail her with questions or concerns at [laurie-croft@uiowa.edu](mailto:laurie-croft@uiowa.edu).

For concerns you would rather discuss with someone other than Dr. Croft, you may contact Dr. Susan Assouline, Director, Belin-Blank Center, UI College of Education. Dr. Assouline may be reached at either [susan-assouline@uiowa.edu](mailto:susan-assouline@uiowa.edu) or 319-335-6148 (800-336-6463).