ECH 332.501: COGNITIVE and LANGUAGE DEVELOPMENT of YOUNG CHILDREN

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Office Hours: email all day (I will respond to all emails within a 24 hour period. If you have not heard from me in over 24 hours, please resend the email.) Should Blackboard be “down,” and you need to contact me, please email me at cdavis@sfasu.edu. All email should take place in the course if possible.

Course Description

A study of development and enhancement of cognitive abilities and oral language with an emphasis in the development of thinking for early childhood in the areas of beginning literacy and math for children.

PREREQUISITE: successful completion of HMS 241, HMS 241L, HMS 242, ECH 328, ECH 328L, ECH 331 and ECH 331L, maintain a 2.5 or better GPA, and be admitted into Teacher Education.

Intended Learning Outcomes/Goals/Objectives:

The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of cognitive and language development of the young child.

Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students.

Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children.

This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community of in a classroom that explores the classroom environment of young children and interaction with students.

During this course, you will show that you are a competent, successful, caring and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development. The dispositions academic excellence, life-long learning, collaboration, openness, integrity, and service, which are valued by our college, should be reflected in your performance in this course.
Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**NAEYC / ECH STANDARDS**

This course is aligned with the Standards set forth by the National Association for the Education of Young Children. The five standards listed below are incorporated in the objectives, reading assignments, and activities built into this course. Following the standards of the (NAEYC), this course includes a family involvement component.

**Standard 1. Promoting Child Development and Learning**

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1
1a: Knowing and understanding young children’s characteristics and needs  
1b: Knowing and understanding the multiple influences on development and learning  
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2. Building Family and Community Relationships**

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics  
2b: Supporting and engaging families and communities through respectful, reciprocal relationships  
2c: Involving families and communities in their children’s development and learning

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment  
3b: Knowing about assessment partnerships with families and with professional colleagues  
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Key elements of Standard 4
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate

Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession
ECH 332 is also guided by the State Board of Educator Certification and the Texas Education Agency. The following competencies will be assessed in this course and during the EC6 Generalist examination taken during your second internship. It is to your advantage to carefully study each competency and identify course activities and classroom experiences that highlight each competency.

**TExES EC-6/COMPETENCIES--SBEC TEST FRAMEWORK for TExES EC-6 GENERALIST**

**Domain I: English Language Arts and Reading**

**Competency 001-Oral Language** - The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

**Competency 004 -Literacy Development** - The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

**Competency 009 -Writing Conventions** - The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

**Competency 010 - Mathematics Development** - The teacher understands that numeracy develops over time, progressing from emergent to proficient stages, and supports the construction of fluency of number and number relationships.

**ELEMENTARY EDUCATION**

**EC6 Undergraduate—Program Learning Outcomes**

*PLOs specific to ECH 332 are listed in BOLD.*

1. EC6 candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas public schools.
2. EC6 candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry-level position for pre-k through 6th grades in Texas public schools.
3. EC6 candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).
4. EC6 candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.
5. EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.

**STUDENT LEARNING OUTCOMES**

*The student learning outcomes for ECH 332, aligned with the Program Learning Outcomes, TExES Generalist competencies, and NAEYC standards are:*

1. identify theory and research from the past and present which impacts language and literacy development (NAEYC Standard 1, 4c; PLO 2),

2. describe cognitive/language development appropriate for (NAEYC Standard 1, 4c, PPR 001, 004, PLO 2):
   (a) non-stage related aspects of development postulated by Piaget,
   (b) stage-related aspects of cognitive development postulated by Piaget, and
   (c) contributions of Lev Vygotsky,
3. identify theories, stages and characteristics of language acquisition of diverse learners (NAEYC Standard 1, 4c; Generalists 001, 004; PPR 001; PLO 2),

4. identify major factors influencing cognitive/language development during the early childhood years for diverse learners (NAEYC Standard 1, 4c; Generalist 001, 004; PPR 001, 004; PLO 2),

5. identify strategies for promoting and enhancing cognitive/language development in diverse learners (NAEYC Standard 1, 4c; Generalist 001, 004; PPR 001, 004; PLO 2),

6. construct appropriate materials and resources for use with children to enhance cognitive/language development (NAEYC Standards 4b, 4c, 4d; Generalist 001, 004; PLO 2,4),

7. plan appropriate activities and lessons for use with children to enhance cognitive/language development (NAEYC Standards 3, 4b, 4c, 4d; Generalist 001, 004; PPR 003, 006, 008, 009;PLO 2, 4,5),

8. identify and communicate important elements in the family environment and social interactions that enhance cognitive/language development (NAEYC Standards 1, 2, 4a; PPR 001, 002, 004, 007, 011;PLO 2),

9. identify critical elements in teaching English as a Second Language, (NAEYC Standard 1; Generalist 001, 004; PPR 001, 020; PLO 2); and

10. examine pre-kindergarten guidelines and TEKS, (from Texas Education Agency) kindergarten through sixth grade (NAEYC Standard 4d; PPR 012; PLO 2, 4,5).

REQUIRED TEXTS and MATERIALS

5. Various materials to construct file assignments (file folders, colored paper, scissors, markers, glue sticks, stickers, material scraps, etc.)

6. TEXAS ESSENTIAL KNOWLEDGE and SKILLS
   Pre-Kindergarten Guidelines
   110 English Language Arts and Reading (K-6)
   111 Mathematics (K-6)

   Note: Please remember that you will be responsible for taking and passing the TExES before you are certified to teach. It is STRONGLY recommended that you keep all your textbooks and notes from this class and all other classes in your major/specialization for review.

   COURSE CALENDAR-Tentative (assignments may be modified; no assignments will be added)
<table>
<thead>
<tr>
<th>Week</th>
<th>Module Topic</th>
<th>Reading Assignment</th>
<th>Activity/File Assignment</th>
<th>Discussion Board Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 19-23</td>
<td>Getting Started with ECH 332&lt;br&gt;Module 1&lt;br&gt;Building Community</td>
<td>Getting Started &amp; Building Community&lt;br&gt;module content pages</td>
<td>Learner Profile&lt;br&gt;Favorite Book</td>
<td>Academic Honesty Policy&lt;br&gt;Getting Started Quiz&lt;br&gt;Building Community Quiz</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 24-30</td>
<td>Module 2-Language Acquisition &amp; Sequence</td>
<td>Acquisition &amp; Sequence&lt;br&gt;module content pages</td>
<td>Why Oral Language is Essential for Fluent Literacy&lt;br&gt;<del>begin DF guidelines</del></td>
<td></td>
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<tr>
<td>3</td>
<td>Jan. 31-Feb. 6</td>
<td>SFASU Campus Visit ~ Drive safely. Bring an open mind. Enjoy your visit to the SFA campus and Nacogdoches.</td>
<td>*</td>
<td>Oral Language Quiz</td>
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<tr>
<td>4</td>
<td>Feb. 7-13</td>
<td>Module 3—Language Facilitation</td>
<td>Facilitation&lt;br&gt;module content pages</td>
<td>Book Souvenirs&lt;br&gt;Book with Props&lt;br&gt;<em>due 2-23-11</em></td>
<td>Poverty Quiz</td>
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<tr>
<td>5</td>
<td>Feb. 14-20</td>
<td>Module 4—Language Poverty</td>
<td>Poverty&lt;br&gt;module content pages</td>
<td>Poverty and My Classroom</td>
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<td>6</td>
<td>Feb. 21-27</td>
<td>Module 5—Language Shared Reading</td>
<td>Read It Again!&lt;br&gt;module content pages</td>
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<td>7</td>
<td>Feb. 28-March 6</td>
<td>Language—Shared Reading</td>
<td>Read It Again!&lt;br&gt;Module content pages</td>
<td>Literacy Learning Center Transitions</td>
<td>Shared Reading Quiz</td>
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<td>8</td>
<td>March 7-13</td>
<td>Spring Break</td>
<td>Theorists</td>
<td>Reflection # 1</td>
<td>Language, Literacy &amp; Numeracy</td>
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<tr>
<td>9</td>
<td>March 21-27</td>
<td>Module 7—Cognitive Development—Theorists</td>
<td>Van de Walle text&lt;br&gt;Minton text&lt;br&gt;module content pages</td>
<td>Reflection # 2</td>
<td>Today’s Mathematics Classroom-clear/muddy</td>
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<tr>
<td>10</td>
<td>March 28-April 3</td>
<td>Module 8—Cognitive Development—Language, Literacy, &amp; Numeracy</td>
<td>Van de Walle text&lt;br&gt;Minton text&lt;br&gt;module content pages</td>
<td>Language/Early Number Chip Games</td>
<td>Math Quiz # 2</td>
</tr>
<tr>
<td>11</td>
<td>April 4-10</td>
<td>Module 9—Cognitive Development—Today’s Mathematics Classroom</td>
<td>Van de Walle text&lt;br&gt;Minton text&lt;br&gt;module content pages</td>
<td>Reflection # 2</td>
<td></td>
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<tr>
<td>12</td>
<td>April 11-17</td>
<td>Module 10—Cognitive Development—Early Number Sense</td>
<td>Van de Walle text&lt;br&gt;Minton text&lt;br&gt;module content pages</td>
<td>Language/Operations Trail Games</td>
<td>Acquisition or Social</td>
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<tr>
<td>13</td>
<td>April 18-24</td>
<td>Module 11—Cognitive Development—Operations</td>
<td>Van de Walle text&lt;br&gt;module content pages</td>
<td>Strategies That Make Sense</td>
<td>Math Quiz # 3</td>
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<tr>
<td>14</td>
<td>April 25-May 1</td>
<td>Module 12—Cognitive Development—Strategies</td>
<td>Van de Walle text&lt;br&gt;module content pages</td>
<td><em>Group PPT Presentations</em>&lt;br&gt;<em>Self Critique</em>&lt;br&gt;<strong>Group Analysis</strong>&lt;br&gt;* due 5-2-11*&lt;br&gt;<em>due 5-3-11</em>&lt;br&gt;** due 5-5-11**</td>
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<td>15</td>
<td>May 2-8</td>
<td>Module 13—Cognitive Development—Group PPT Presentations</td>
<td>module content pages&lt;br&gt;Van de Walle text</td>
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<tr>
<td>16</td>
<td>May 9-13</td>
<td>Final Exam</td>
<td>Comprehensive Final Exam over all course reading assignments—This is an open book/notes exam.<em><strong>Monday, May 9, 2011</strong></em>&lt;br&gt;This is a 90 minute exam with 110 questions (multiple choice, T/F, matching, short answer—available 12 am-11:30 pm.</td>
<td></td>
<td>Assessment</td>
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Assignments, discussions, and quizzes are due on Sunday by 11:30 pm of the current week unless marked otherwise. Initial responses for the Discussion Forum are considered late if posted after 12pm on Saturday. All other submissions after 11:30 PM Sunday are considered late. ***Note*** exceptions on the timeline.
Technology is wonderful, but often issues surface at the most inopportune times. Plan ahead; do not wait until the last minute to submit assignments or post in the DF.

SOFTWARE / EQUIPMENT REQUIREMENTS for ECH 332

You must have or have access to a digital camera. Numerous pictures will need to be submitted as part of complete assignments. Assignments will NOT receive credit without required photographs. Photographs MUST be resized BEFORE submission in Blackboard. Use a photo editor to resize all photos. Dragging the corner of a photograph to make it smaller is NOT the same as reducing the number of pixels (resizing).

You must also have a browser that is supported by Blackboard at SFA. All necessary software is available from SFAOnline.

In order to receive credit for ECH 332, teacher candidates must be able to create powerpoint presentations including photographs or design web pages. Failure to submit each component of a required assignment will result in NO CREDIT for the assignment.

Please know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements.

COURSE REQUIREMENTS

PROFESSIONALISM:

Each teacher candidate is expected to:

- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS by ones' self unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- participate intelligently in all online discussions;
- submit ALL WORK in order to complete this course; and

Major papers, various assignments, and discussion postings will be submitted to TURNITIN. Directions for submissions will be posted in the courseroom. Cheating or plagiarizing is unprofessional and will not be tolerated. Consequences for such unethical behavior will be severe and failure to complete the course is a definite possibility. At the very least, anyone displaying such a lack of integrity will receive no higher than a "D" in this course, but more than likely will receive no credit or an "F" in the course. The assignment in question will receive no credit.

Teacher Candidates choosing to behave in unprofessional or unethical behavior as determined by the course instructor will forfeit at least a one-letter final grade reduction. Habitual late work is considered unprofessional; a teacher candidate’s final course grade may be lower by one or more letter grades for habitual late work or requests for extended due dates. Habitual is determined by the course instructor.

INSTRUCTIONAL FILES (Things you will make to be used in your classroom--now!)

Each student will create and/or add to instructional files created in HMS 241 and ECH 328 and ECH 331. No materials from previous courses may be used. This is an opportunity to add to your files. All assignments in ECH 332 must be original work and be created by the teacher candidate specifically for this course.
during this semester. All assignments must clearly show the teacher candidate’s name and date in the photographs. Assignments will not be graded unless the photographs clearly show your name and the date.

The following assignments are outlined so you will have an overview of what is expected. FULL and DETAILED instructions will be available in the content modules. DO NOT begin work on these assignments until you have read the content module instructions.

Each teacher candidate will complete these assignments as a PowerPoint presentation in the Blackboard assignment tool -- including pictures and a written description.

- **Story Telling/Re-telling with Props**-(NAEYC Standards 4b, 4c, 4d; Generalist 001, 004; PLO 2.4):

  Book with Props for story retelling in library center:

  Teacher candidates will create story telling props for one story. The story must be conducive to retelling (there should be a beginning, middle, and end). There is a minimum of five (5) props for the story. Use props that can be easily stored and are durable enough to be used by children. Pre-packaged stories with props are not acceptable for this activity. Although flannel board stories are great for storytelling, they are not acceptable for this activity. A copy of the book must be present. **More detailed instructions and examples will be available in the content modules.**

- **Science or Social Studies Learning Center**-(NAEYC Standards 4b, 4c, 4d; Generalist 001, 004; PLO 2.4):

  Learning Center Activity to extend book with props content:

  Teacher candidates will create one science or social studies learning center to compliment the book selected for the "Book with Props" assignment. This activity is an extension and is meant to connect an activity from the library center to another content area.

  The learning center will include: 1) all supplies needed for the activity, 2) a symbol chart or directional guide, and 3) transition and song cards mounted on card stock that reinforce the concept being studied. **Examples and more information will be available in the content modules.**

- **Mathematics Games**-(NAEYC Standards 4b, 4c, 4d; Generalist 010; PLO 2.4):

  Teacher candidates will create four (4) trail games and three (3) Fifty Chip games to be used for basic addition skill mastery. Directions and examples for each game will be provided.

  Each game will be connected to a children’s book. Book choices must meet the following criteria: one will connect to science, one to social studies, and the 3rd and 4th games will be the student’s choice of quality children’s literature. The “Fifty Chips” games do not have to have a literature connection.

  Teacher candidates will create other games from a list of choices in the content module. All games will be for skill enhancement and refinement.

**INTERNET SEARCHES**-(NAEYC Standard 5; Generalist 010; PLO 5)

*(Learning where to look and how to evaluate what is found on the Internet is essential.)*
Each teacher candidate will locate various Internet reading assignments throughout the course to support course content. Links for some websites are located in the content modules. Links included in discussion postings MUST work.

Reading assignments will be posted on Blackboard and responses will be expected using a discussion board format. Please pay careful attention to the guidelines for discussion board postings. The discussion board postings are a significant part of this course. Due dates will be included for all assignments.

COLLABORATIVE ASSIGNMENT

Each teacher candidate will participate in various classroom activities/assignments. These assignments will include power point presentations requiring resized photographs. Using a Photoshop program will be necessary; the content module contains information for free software such as Picnik.com.

• Strands of Mathematics: Each teacher candidate will research a strand of math and collect ideas for introducing this strand to a specific age group including assessments. Upon completion of the assignment, each teacher candidate will complete a reflective narrative describing and analyzing the process. (NAEYC Standards 4b, 4c, 4d; Generalist 010; PLO 2,4)

THEORIES AND THEORISTS ASSIGNMENT-(NAEYC Standards 1, 4b, 4d, 5; competency 010; PLO 5)

Teacher candidates will continue to add to their “Theorists” notebook. The theories for this course will highlight major contributors to cognitive development. This assignment will be time-consuming; do not delay this assignment and try to finish it in a couple of hours.

GROUP PRESENTATIONS-(NAEYC Standards 1, 3, 4, 5; PLO 2, 5)

Each teacher candidate will collaborate with fellow learners on various group projects.

DISCUSSION BOARD FORUMS

The discussion board is an integral part of this online course. A significant portion of the course grade comes from these discussions. Be sure to carefully read all expectations for discussions and guidelines for responses in the Getting Started module. When responding to fellow learners, remember to use their name—address the response by name—It is helpful to highlight and copy the specific part of their discussion you are making reference to and paste it into your response.

ASSESSMENT—EXAMS/Quizzes (NAEYC Standards 1-5; Competencies 001, 002, 009, 010; PLOs 2, 4, 5)

There will be multiple quizzes throughout this course. All quizzes will be through Blackboard. Using a dial-up connection is NOT recommended. Please make arrangements to use a high-speed connection to the Internet for all quizzes and exams.

There will be one (1) major paper written during the semester for this course. The paper will be a formal, academic paper using the APA guidelines. Information concerning this research paper will be discussed fully in the courseroom. The assignment will be submitted through Turn-It-In to check for originality. Please refer to the Professionalism section for consequences of unethical behavior.
Exams -- The final exam is COMPREHENSIVE. You will NOT have time to "look up" answers. PLEASE keep up with the reading assignments. No extra time will be awarded. The time is ample if you have been diligent with reading assignments.

GRADING

Grades will be calculated according to the percentage of total points a teacher candidate earns. Students will not receive a final course grade until all assignments have been completed. Skipping an assignment and receiving the score of "0" is not acceptable.

Grades may be determined by dividing the total points earned by the total number of possible points. NO LATE WORK will receive full credit. Assignments will have a due date and window of dates the assignment will be accepted. No assignment will be accepted more than seven (7) days from the original due date. Grades can be checked at any time on Blackboard.

Please note: It is impossible to earn the grade of "A" in this course with late assignments or below standard writing skills. An earned grade of "A" reflects exemplary analysis and synthesis of content information, exemplary undergraduate writing skills, and an organized and methodical approach for submitting all course assignments and activities by the stated due date.

Grades will be based on the following:

- Professionalism-The repeated failure to participate as a member of the community of learners will adversely affect the professionalism grade. The repeated submission of assignments after the due date will be considered in the professionalism grade.
  
  Using correct grammar and spelling is mandatory. Teachers are professionals and must model professionalism in all written correspondence. The repeated use of incorrect grammar/spelling will negatively affect the professionalism score.

  The professionalism grade will also be lowered for continued failure to submit assignments correctly.

- Blackboard Assignments
- Discussion Board Forum (Content as well as correct grammar/mechanics will be graded.)
- Assessments-quizzes and exams
- Mid-term and/or Final Course Research Projects

RESOURCES


COURSE MANAGEMENT POLICIES

Attendance Policy - Each student is responsible for class attendance by participating in the weekly discussion board postings in a timely manner. Missing a discussion board posting will result in loss of professionalism points and a "0" for the assignment.
Assignment Policy - Assignments in Blackboard should be completed within the window of time given with each assignment. Please plan ahead in case of technology problems beyond your control. Create your postings in a Word document, copy and paste into Blackboard to prevent lost work. Technology is not always dependable—plan ahead.

UNIVERSITY POLICIES
Policy for WH grades - The university policy concerning WH grades states, "Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits." It also states that: "Students may not attend sections of a course in future semesters to 'complete' a WH grade. Limited course visitation may be arranged with the permission of the instructor. When students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average."

ADMISSION TO ELEMENTARY EDUCATION:
Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially given in RDG 318. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters (until they pass the test).

ADMISSION TO TEACHER EDUCATION:
Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of the course work. If the GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses.

REQUIREMENT FOR ADVANCEMENT IN TEACHER EDUCATION:
In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher Education). Students failing to maintain at least a 2.5 G.P.A. will be dropped from professional education courses.

COURSE EVALUATIONS:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken with the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions of faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

PLAGIARISM/CHEATING:
Plagiarism is unprofessional and will be considered cheating, resulting in a zero on the assignment. All assignments must be written in your own words. Quotes and pictures from web sites or other sources must be properly cited. Any form of copying from any source, including another student, will be considered cheating and will result in receiving a zero for the assignment and possibly an F in the course and/or dismissal from the program. Please become familiar with this site: http://www.sfasu.edu/pages/page.aspx?id=3967

NONDISCRIMINATION
"No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University." (Reference: SFASU General Bulletin 2001 - 2003)

STUDENTS WITH DISABILITIES
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

If you are experiencing difficulty with Standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 936-468-4108.

You may also visit the following web site for assistance in writing:

www.columbia.edu/acis/bartleby/strunk

**STUDENT BEHAVIOR**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Go Jacks!