Prerequisites: HMS 241, HMS 241 L; taken concurrently with ECH 328P.

I. Course Description: (brief paragraph)

A study of psycho-social development in young children with an emphasis on discipline strategies, interaction and communication strategies, classroom management, stages of play, humane education, and Bloom’s Taxonomy.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the Perkins College of Education (PCOE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The PCOE’s theme is “preparing professional educators who positively impact learning for all students.” In the PCOE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and the values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct children and young adolescents. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the TExES PPR and EC6 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

Program Learning Outcomes and Student Learning Outcomes:
PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

• SLO 1.1 Candidates explore historical and educational models for young children with emphasis on Frobel and the Kindergarten, Margaret and Rachel McMillian and the Nursery School, John Dewey and Progressive Education, High Scope, Montessori, Waldorf Education, Reggio Emilia, and Head Start (EC12 Texas PPR ST I).
  o SLO 1.1.1 Assessment – F2F/OL Theory/theorist assignment
  o SLO 1.1.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii

• SLO 1.2 Candidates explore Principals, Periods and Theories of Child Development including Arnold Gesell and Maturational theory, Jean Piaget and Constructivist Theory, Laurence Kohlberg and Moral Development, Urie Bronfenbrenner and Ecological Theory, Howard Gardner and Multiple Intelligences, Erik Erikson and Psychosocial Theory, Lev Vygotsky and Socio-cultural Theory, Abraham Maslow and Self-Actualization, Generation M² Kaiser Foundation Study (EC12 Texas PPR ST I; ISTE ST I)
  o SLO 1.2.1 Assessment – F2F/OL Theory/theorist exam (APA citations & references)
  o SLO 1.2.2 Assessment – Child Development Quiz PPR 1.1k
  o SLO 1.2.3 Assessment – Generation M² Foundation Study Assignment

• SLO 1.3 Candidates investigate goals for guidance, positive communication strategies, classroom management, and difficult behaviors and synthesize the value of intrinsic and extrinsic motivation examining theories from B.F. Skinner, Behaviorism, and Alfie Kohn (EC12 Texas PPR ST I, II)(Text and Outside Resource)
SLO 1.3.1 Assessment – Theory/theorist Assignment (APA citations & references)
SLO 1.3.2 Assessment – Relationship and Guidance quiz PPR 2.3k;2.13k;2.14k;2.18k;2.2s;TS4Ci

- SLO 1.4 Candidates analyze the role and stages of play for young children (EC12 Texas PPR ST I). (Text)
  - SLO 1.4.1 Assessment – F2F/OL What is Play? assignment

- SLO 1.5 Candidates examine effective strategies for communicating effectively with young children, with an emphasis on language that stimulates thinking and values the child (EC12 Texas PPR ST III). (Power of our Words)
  - SLO 1.5.1 Assessment – F2F/OL The Power of Our Words quiz PPR 2.1s; TS4aii
  - SLO 1.5.2 Assessment – F2F/OL The Power of Our Words assignment PPR 3.1k;3.2k

  - SLO 1.6.1 Assessment – Compare and Contrast Assignment F2F modify the guideline for jack pal reflection/ OL child care visits assignment

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8)

- SLO 3.1 Candidates probe curriculum components including physical development, language and literacy, creative arts, thinking (Bloom’s Taxonomy), and inquiry based components of math, science, and social studies (EC12 Texas PPR ST I, III).(text)
  - SLO 3.1.1 Assessment – Curriculum quiz PPR1.19k; PPR1.23s
  - SLO 3.1.2 Assessment – Curriculum Planning quiz PPR 1.2k;1.24k;3.5k;3.6k;3.8k;3.8s;TS2Ci

- SLO 3.2 Candidates examine planning components of lesson designs (instructional alignment to district/state) and actions required for the writing of developmentally appropriate lesson plans (EC12 Texas PPR ST I, III). (text)
  - SLO 3.2.1 Assessment – Three Lessons to Modify Including Diverse Learners assignment (F2F classroom activity, OL Dropbox) PPR 1.3k; TS2Ci

- SLO 3.3 Candidates compare diverse learner needs including special education, gifted and talented, low socio-economics and English Learners and analyze strategies for working with young children (EC12 Texas PPR ST I, II). (text and outside resources)
  - SLO 3.3.1 Assessment – Including All Children quiz PPR 2.22k;2.20s;TS4Bii;TS2Aii

- SLO 3.4 Candidates discover components necessary in creating learning environments for infants, toddlers, preschool and primary age children including time, space, schedules, room arrangement, safety, physical accessibility, equipment, and materials (EC12 Texas PPR ST II).
o SLO 3.4.1 Assessment – Learning Environment quiz
PPR2.1k;2.2k;2.6k;2.8k;2.19k;2.20k;2.3s;2.18s;4.12k;TS4Ai;TS4Aiii;TS4Bi;TS1Di;TS4Bii;TS6Ai

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

- SLO 4.1 Candidates explore assessment roles, purposes, characteristics, and data analysis while examining authentic and standardized assessment tools (EC12 Texas PPR ST I). (text)
  - SLO 4.1.1 Assessment - Observing, Documenting, and Assessing Children quiz PPR1.27k; TS5Aii

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).

- SLO 5.1 Candidates investigate humane education (EC12 Texas PPR ST II) (outside resource)
  - SLO 5.1.1 Assessment – Human Education Discussion Board
- SLO 5.2 Candidates evaluate the complexities of communicating with and building partnerships with families as well as legal and ethical responsibilities (EC12 Texas PPR ST I, III). (text and outside resources)
  - SLO 5.2.1 Assessment – Partnerships with Families quiz PPR4.1k;4.2k;4.2s
- SLO 5.3 Candidates examine qualities and characteristics of a professional early childhood educator (EC12 Texas PPR ST IV).
  - SLO 5.3.1 Assessment – Interview a Teacher assignment (F2F-classroom activity; OL- Discussion Board)
  - SLO 5.3.2 Assessment – Becoming an Early Childhood Professional PPR4.9k;4.12s;TS6Aiii
- SLO 5.4 Candidates explore creating safe and healthy places for young children while investigating components impacting health including obesity, poisoning, and detrimental practices (EC12 Texas PPR ST II).
  - SLO 5.4.1 Assessment – Health, Safety, and Well-Being quiz PPR 2.21k;2.19s

ECH 328 is the first early childhood (ECH) course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to do the following:
1. Behave in a professional manner when in the Early Childhood Research Center
2. Discuss a child’s growth and development until the age of eight, particularly as related to social and emotional development
3. Recognize appropriate interaction strategies and techniques that demonstrate positive communication and demonstrate an understanding of effective guidelines for positive discipline strategies
4. Discuss environmental, experiential, and educational influences which shape a young child’s mathematic skills
5. Recognize hidden rules of generational poverty and middle class
6. Explore the relationship between animal abuse and human interpersonal violence and ways to foster humane treatment of animals
7. Discuss the benefits of volunteering in a community. You can expect to be a competent, successful, caring, and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ECH 328 is web-enhanced. You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by 11:59 p.m. of the stated due date. Classroom Activities take place throughout the semester and class attendance is mandatory in order to participate and possibly receive up to 25 points for the day. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

ECH 328 lecture is designed to help you interact with young children. Portions of our lecture will be incorporated into your ECH 328 lab assignments. Please note that your ECH 328 lecture and lab grades are separate. You will earn one grade for lecture and another for lab.

Assignment Guidelines
The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Adhering to these guidelines will greatly improve your success in this class.

A. Assignments in this course are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher.

B. All work must be submitted as a Microsoft word document (doc.). Set one-half inch margins. All assignments must be written using New Times Roman 12 point font. This is the standard for APA style writing.

C. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. If the web is down, send it through email to me right away and then submit in D2L once it is available. Do not wait until the last minute to submit assignments in order to avoid late submissions.

D. Theorists and Theories – There will be information about 16 theorists and 3 theories that you will be responsible for learning. This information will be assessed on the final examination.
The following theorists will be included on your final exam:

1. John Dewey
2. Jean Piaget
3. B. F. Skinner
4. Erik Erikson
5. Abraham Maslow
6. Friedrich Froebel
7. Charles Darwin
8. John Watson
9. Lev Vygotsky
10. Arnold Gesell
11. Ivan Pavlov
12. Maria Montessori
13. Alfie Kohn
14. Stanley Hall
15. Edward Thorndike
16. Jerome Bruner

For all theorists, you will need to know the following:
- Their date of birth and death
- Education background, such as where they were educated
- Why they are important in the field of early childhood education
- Name of their theory and the key information about their theory

The following theories will be included on your final exam:

1. Behaviorism
2. Maturationism
3. Constructivism

For all theories, you will need to know the following:
- Key components of the theory related to early childhood education
- Well known educators/professionals/types of schools or institutions who support/adhere to the theory

**Jack Pals** – Four or five students will sign up to a group. We will do this in class. Each group member will spend **60 minutes per week**, for 5 weeks, working with a Jack Pal. Each member will choose one day a week (every Monday for example) to work with the children at the Boys and Girls Club. Your group will need to coordinate days so that no one is going on the same day. You will not be assigned a specific child to work with but the staff at Boys and Girls club will assist you in the assignment each time. During the **60 minutes, you will work with the same child for 20 minutes on an academic activity**, unless the child is picked up by the parent and leaves. It is NOT acceptable to not show up during the week unless you have been ill and have notified me in **ADVANCE**.
EACH WEEK YOU WILL DO THE FOLLOWING:

1. Sign **in and out** at the front desk of Boys and Girls Club. You must stay a minimum of **60 minutes**. Be sure to sign in **and** out, each time. (See points under the Evaluation and Assessments section.)
2. DRESS APPROPRIATELY. WATCH THE SLOGANS THAT ARE ON YOUR T-SHIRT. SHORTS MUST BE KNEE LENGTH. SHIRTS MUST GO PAST WAISTBAND.
3. Work with a child a minimum of 20 minutes on an **Academic Endeavor**. This can be through homework, through reading with a child, or through an academic game.
4. PARTICIPATE IN ACTIVITIES WITH THEM. THEY GUIDE YOU. YOU DO NOT TAKE THEM AWAY FROM THEIR CHOICES.
5. **AFTER EACH OF THE FIRST 3 VISITS**, please be sure to do the following:
   LOG ON TO D2L AND ENTER INTO A DISCUSSION AND DISCUSS YOUR OVERALL OBSERVATIONS, YOUR STUDENT, AND THE ACADEMIC ACTIVITY YOU WORKED ON WITH YOUR STUDENT AT JACK PALS.
   Respond to at least two others in your group about their visits.

   **AFTER EACH OF THE NEXT VISITS, 4&5**, please be sure to do the following:
   LOG ON TO D2L AND ENTER INTO A DISCUSSION AND DISCUSS YOUR OVERALL OBSERVATIONS, YOUR STUDENT, AND THE ACADEMIC ACTIVITY YOU WORKED ON WITH YOUR STUDENT AT JACK PALS AND THE THEORY THAT SUPPORTS YOUR ACTIVITY.
   Respond to at least two others in your group about their visits.

6. TAKE PICTURES THROUGHOUT YOU VISITS. YOUR GROUP WILL NEED AT LEAST 10 PICTURES IN THE POWERPOINT you will present at the end of the semester.

At the end of this experience, you will have to reflect on your visits and the knowledge you have gained while at Jack Pals.

1. What did you think Jack Pals would be like before you ever went (the facility, the students, the staff, the overall environment)?
2. What was Jack Pals like during your 5 visits (the facility, the students, the staff, the overall environment)?
3. What 3 theories we learned in class can be connected to your whole Jack Pal experience?
4. Besides theories, how did other information we learned in class relate to this experience?
5. What information did you gain that will impact your future profession?
6. How can we improve this experience?

At the end of the semester, as a group, you will have to present a PowerPoint. You will have to include 10 pictures and at least ten slides.

1. Slide one will tell your group’s name and the members of your group.
2. Each person will have to participate in the presentation.
3. You will tell about your experiences (based on your reflection).
4. Each group will have to relate the experiences to SOMETHING (i.e. Theories and other information) you LEARNED in our class.

Points for Jack Pals are as follows:
1. Sign in and out at Boys and Girls club each week -10 points a week for 5 weeks = 50 points
2. Work Log – Child MUST sign their name -10 points a week for 5 weeks = 50 points
3. D2L posting and 2 responses minimum -10 points a week for 5 weeks = 50 points
4. PowerPoint presentation – 10 pictures – 10 slides – all speaking – relate to class = 25 points
5. Self-Reflection – Honest – Thoughtful – Related to class = 25 points

- Please note that any student leaving early and not fulfilling the required amount of time, but signing out at a different time, will lose ALL points associated with Jack Pals. You should be on your best, professional behavior.

E. Professional Development – The purpose of this activity is to provide you with opportunities to engage in life-long learning by participating in professional development activities. You will participate in TWO professional development activities this semester. There are meetings or activities that take place throughout the semester. A few may be provided here at the university but local school districts also sponsor professional development opportunities/events. Do not put this off until the end. You will regret that decision. You must sign in at each event and provide documentation that you attended/participated for the entire hour. I may also request/receive an attendance sheet from the sponsoring organization. You do not earn points just because you signed in to the professional development activity/lecture. Once you have completed the professional development lecture/activity/event, you will then go to D2L and complete a paper on the activity. It, along with documentation, will be submitted in D2L. (We will go over this in class.)
IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. If you have a question about a grade or feel it is incorrect, bring this to my attention within ONE WEEK of the posted grade. **DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE.** To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

- 90 to 100% = A
- 80 to 89% = B
- 70 to 79% = C
- < 69% = F

Assessments are scheduled to be completed prior to the class period. **All assignments are due by 11:59 p.m. of the due date documented.** When you come to class, it will be TOO LATE to get credit for the quiz and chapter content that we are covering for the week. Missing assessments will quickly impact your grade. ECH 328 is instrumental in preparing you for your career choice. When you miss an assignment or an assessment, it sends a strong message about you and your commitment to education and children. If you miss assignments and do not put forth your best effort, it not only hurts you, it hurts children you will teach. Most assignments are due on Sunday evenings. However, replies to classmates’ Initial Discussion posts are due on Tuesday evenings. Please see the Tentative Timeline for all due dates.

Grade calculations are based on the percentage of total points you earn. You are responsible for keeping records of graded work and quiz scores. These will be available through D2L. Assignments in ECH 328 are listed in the following:

- Quizzes, *Power of our Words* 20 points
- Quizzes, others from *Who Am I in the Lives of Children* 130 points
- Classroom Activities requiring active participation 225 points
- Professional Development 20 points
- Jack Pals sign in and out 50 points
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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</table>
| **Week 1**       | Welcome to Class – explain and go over Syllabus and expectations – explain Jack Pals | • Update Profile in D2L Begin Reading  
                   |                                                                        | • Read Module 1  
                   |                                                                        | • Take Denton Power of our Words Quiz (Sun.) |
| August 28-September 3 | **Week 2**     | Module 1 The Power of our Words (Introduction & Chapter 1) -introduces the appropriate language used in the classroom to guide behaviors | • Participate in Classroom Activity One  
                   |                                                                        | • Read Module 2  
                   |                                                                        | • Take The Teacher Quiz (Sun.) |
| September 4-10   | **Week 3**     | Module 2 The Teacher-introduces the teachers’ roles and responsibilities | • Participate in Classroom Activity Two  
                   |                                                                        | • Read Module 3  
                   |                                                                        | • **Jack Pals starts!! Go to Jack Pals! (Visit 1)**  
<pre><code>               |                                                                        | • Take Relationships and Guidance Quiz (Sun.) |
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>September 18-24</th>
<th>• Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)</th>
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<tbody>
<tr>
<td>Module 3 Relationships and Guidance- introduces positive classroom guidance, based on relationships between the teacher and children, to build a community-like classroom environment to maximize children’s development</td>
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<tr>
<td>• The exploration of the theorists and theories starts!</td>
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<tr>
<td>• Gather Notes on B. F. Skinner; Alfie Kohn; Behaviorism</td>
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<td>• Read Module 4</td>
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<td>• Take The Field of Early Childhood Education Quiz (Sun.)</td>
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<td>Week 5</td>
<td>September 25-October 1</td>
<td>• Gather Notes on Erik Erikson; Abraham Maslow; Charles Darwin; Ivan Pavlov</td>
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<td>Module 4 The Field of Early Childhood Education-provides an overview of early childhood education program, policy, and standards movement</td>
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<td>• Read Module 5</td>
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<tr>
<td>• Go to Jack Pals (Visit 2)</td>
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<td>• Take History and Educational Models Quiz (Sun.)</td>
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<tr>
<td>• Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)</td>
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<td>Week 6</td>
<td>October 2-8 (No Class on Thursday- Assignment)</td>
<td>• Gather Notes on John Dewey; Arnold Gesell; Stanley Hall; Maturationism</td>
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<td>Module 5 History and Educational Models-discusses historical figures who made contributions to early childhood education and different early childhood education models</td>
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<td>• Read Module 6</td>
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<td>• Take Child Development Quiz (Sun.)</td>
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<td>Week 7</td>
<td>October 9-15</td>
<td>• Gather Notes on Jean Piaget; Lev Vygotsky; Friedrich Froebel; Jerome Bruner; Constructivism</td>
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<td>Module 6 Child Development-discusses child development theories and their application</td>
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<td>• Read Module 7</td>
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<td>• Go to Jack Pals (Visit 3)</td>
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<tr>
<td>• Take Observing, Documenting, and Assessing Children Quiz (Sun.)</td>
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<td>Week 8</td>
<td>October 16-22</td>
<td>Module 7 Observing, Documenting, and Assessing Children-introduces the appropriate ways to observe, document, and assess young children</td>
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| | |  • Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)  
| | |  • Gather Notes on Edward Thorndike; John Watson; Maria Montessori  
| | |  • Read Module 8  
| | |  • Take Health, Safety, and Well-Being Quiz (Sun.)  
<table>
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<tr>
<th>Week 9</th>
<th>October 23-29</th>
<th>Module 8 Health Safety and Well-Being-introduces the ways to create a healthy and safe environment for children’s sound growth</th>
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</thead>
</table>
| | |  • Participate in Classroom Activity Three  
| | |  • Read Module 9  
| | |  • Go to Jack Pals (Visit 4)  
| | |  • Turn in Professional Development Number One (Sun.)  
| | |  • Take The Learning Environment Quiz (Sun.)  
| | |  • Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)  
<table>
<thead>
<tr>
<th>Week 10</th>
<th>October 30-November 5</th>
<th>Module 9 The Learning Environment-discusses the appropriate learning environments for infant-toddlers, preschoolers, and elementary children</th>
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</table>
| | |  • Participate in Classroom Activity Four (To create a map for indoor and outdoor settings. You will create these in class.)  
| | |  • Read Module 10  
| | |  • Take Understanding and Supporting Play Quiz (Sun.)  
<table>
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<tr>
<th>Week 11</th>
<th>November 6-12 <em>(No Class on Thursday-Assignment)</em></th>
<th>Module 10 Understanding and Supporting Play-discusses the importance of play, types of play, and play theories to facilitate young children’s development</th>
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</thead>
</table>
| | |  • Participate in Classroom Activity Five  
| | |  • Read Modules 11&12  
| | |  • Go to Jack Pals (Visit 5)  
| | |  • Take The Curriculum Quiz (Sun.)  
| | |  • Take the Curriculum and Planning Quiz (Sun.)  
| | |  • Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)
<table>
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<tr>
<th>Week 12</th>
<th>Module 11 The Curriculum</th>
<th>due Sun. Replies to classmates’ posts due Tues.)</th>
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<tbody>
<tr>
<td>November</td>
<td>Module 12 Curriculum and Planning-introduces early childhood curriculum and planning for developmentally appropriate practices</td>
<td>Read Module 13</td>
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<td>13-19</td>
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<td>• Participate in Classroom Activity Six in Discussion (Sun.)</td>
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<td>• Turn in Professional Development Number Two (Sun.)</td>
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<td>• Take Including All Learners Quiz (Sun.)</td>
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<tr>
<th>Week 13</th>
<th>Thanksgiving Break</th>
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<tr>
<td>November</td>
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<td>20-26</td>
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<tr>
<th>Week 14</th>
<th>Module 13 Including All Children –discusses the importance of awareness of different learning styles, learning difficulties, and the practice differentiated instruction and lesson plan modifications Module 14 Module 14 Partnerships with Families- discusses ways to make positive connections with families and Generation M2: Media in the Lives of 8- to 18-Year-Olds</th>
<th>due Sun. Replies to classmates’ posts due Tues.)</th>
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<tbody>
<tr>
<td>November</td>
<td></td>
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<td>27-December 3</td>
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<td>4-10</td>
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<td>• Participate in Classroom Activity Seven</td>
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<td>• Read Module 14</td>
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<td>• Take Partnerships with Families Quiz (Sun.)</td>
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<td>• Participate in Classroom Activity Eight</td>
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<td>• Read Module 15</td>
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<td>• Turn in Jack Pals Reflection (Sun.)</td>
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<td>• Participate in Presentation of Jack Pals (in class)</td>
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<td>• Participate in Classroom Activity Nine in Discussion (Sun.)</td>
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VI. Required readings (including texts, websites, articles, etc.):


VII. Course Evaluations:

Near the final week of each semester, students in the College of Education electronically evaluate courses taken within 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 on 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. Therefore, your response is critical! You will receive 5 bonus points for participation.

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<thead>
<tr>
<th>Jack Pals Presentations</th>
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<tbody>
<tr>
<td>Final Exam Week December 11-15</td>
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<tr>
<td>Final Exam on 16 theorists and 3 theories, worth 100 points. It is due on Thursday of Final Exam Week.</td>
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</tbody>
</table>
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. 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.

VIII. Student Ethics and Other Policy Information:

A. Attendance:

   University Attendance Policy

   Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students are responsible for providing satisfactory (hard copy) documentation in a timely manner to the instructor for each absence. Whether absences are ultimately excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks' worth of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence AND in accordance with the course syllabus. In the case of absences caused by participation in university-sponsored events, announcement via mySFA will constitute official notification, but for this course, students MUST provide the instructor with a HARD COPY for the absence to be considered. [http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf)

NEW POLICY – Attendance Policy for students receiving FINANCIAL AID

In compliance with federal regulations governing financial aid, instructors are required to report students who have never attended or participated in class. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Beginning in the Fall 2014, students marked as never attended will be dropped from class if they receive financial aid. Federal laws for Financial Aid have dictated that any student who is not attending class will not receive financial aid. Due to these regulations, stricter deadlines for roster submissions have been created. Faculty will now have five business days in which they can submit online Official Attendance Rosters. All of the above changes have been brought about by stricter adherence by the Department of Education to federal laws and approved by the Provost for implementation in Fall 2014.
Attendance is critically important for course ECH328 and there are 200 points in attending and participating in classroom activities. **Please be aware that if you are absent on an activity day there is no way to make up that assignment. (No partial credit is given for in class assignments. You must be present and have the assignment ready to turn in during class in order to earn points for the assignment. No exceptions.)** Please make your appointments and other activities outside of class time.

**B. Missed or Late Exam/Assignment:** Any missed or late assignment and exam will be graded as “0”. (Due to an extenuating circumstance, such as hospitalization, the student will be responsible for scheduling a time with the instructor to make-up the exam/assignment.) While this class meets F2F, much of the reading and submission of assignments occur online in D2L. There are many FREE computers on campus for your use (including our own Resource Room, 2nd floor of the ECRC building).

**C. Add/Drop/Withdraw** [http://www.sfasu.edu/registrar/375.asp](http://www.sfasu.edu/registrar/375.asp)  
[http://www.sfasu.edu/registrar/130.asp](http://www.sfasu.edu/registrar/130.asp)  
[http://www.sfasu.edu/registrar/115.asp](http://www.sfasu.edu/registrar/115.asp)

**D. Deadlines and Important Dates** [http://www.sfasu.edu/registrar/170.asp](http://www.sfasu.edu/registrar/170.asp)  
[http://www.sfasu.edu/registrar/](http://www.sfasu.edu/registrar/)

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and 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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

The complete policy can be found at [http://www.sfasu.edu/policies/academicintegrity.asp](http://www.sfasu.edu/policies/academicintegrity.asp)

**Penalties for Academic Dishonesty**
According to the university, penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. **In this course**, a zero is earned on the assignment, accompanied by a form that is placed in the student’s folder in the Associate Dean’s office. On the second instance, a zero on the assignment is accompanied by a second form in the student’s folder and the Instructor recommends dismissal/expulsion from the program and/or university.

Please read the entire policy found at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the Instructor of Record and with the approval of the Academic Chair/Director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the
work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If 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.

Acceptable 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 D-34.1). 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. (For example, texting on cellular telephones in class is inappropriate.) 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.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due, prior to practicum. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.