ECH 332: ECH Theory and Practice
Section 002

Fall 2017

Instructor Information:

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Office hours: FACE to FACE: Monday, 1030 – 1130am (by appointment); Meetings at other time can be arranged with advanced request // VIRTUAL: Fridays, 10am – 100pm (via GroupMe)
Credits: 3 hours
Course Time & Location: Tuesdays, Thursdays 200 – 315pm in ECRC 204

Prerequisites:
Admitted to Teacher Education and enrolled in ECH 350.

I. Course Description:
An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. 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 values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.
This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a Primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

**PLOs and SLOs**

**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 4).**

- **SLO 1.1:** Candidates will demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3), including theories related to curriculum and instruction models and influential individuals for the field of curriculum including, but not limited to, Chomsky, Vygosky, Skinner, Clay, Piaget, Bruner, Dewey, Rousseau, Gessel, Freud, Erikson, Watson, Skinner, Pavlov, Reggio Emilia, Froebel, Montessori. (EC12 Texas PPR I, II, III).
  - **SLO 1.1.1 Assessment** = To Be an Excellent Teacher Discussion (1.1k, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.15k, 3.16k)
  - **SLO 1.1.2 – Assessment** = Final Exam (1.1k, 1.2k, 1.3k, 2.2k, 3.6k, 3.8k, 3.15k, 3.16k)

- **SLO 1.2:** Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).
  - **SLO 1.2.1 Assessment** = Developmental Domains Gingerbread assignment (1.8k, 1.10k, 1.11s)

**PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).**

- **SLO 2.1** = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).
  - **SLO 2.1.1 Assessment** = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.12s, 1.13s, 1.16s, 1.20s, 3.6k, 3.8k, 3.7s, 3.8s, 3.13s)

- **SLO 2.2** = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).
  - **SLO 2.2.1 Assessment** = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, , 3.6k, 3.8k, 3.11k, 3.7s, 3.8s, 3.13s)

- **SLO 2.3:** Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).
  - **SLO 2.3.1 Assessment** = Content Area Literature Resource (1.8k, 1.19k, 1.6s, 1.7s, 1.16s, 1.20s, 3.8s, 3.13s)

**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 uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).
  - **SLO 3.1.1 Assessment** = Differentiation Instruction assignment (1.2k, 1.3k, 1.10k, 1.19k, 1.20k, 1.23k,1.25k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.16s, 1.20s, 1.23s, 3.6k, 3.8k, 3.15k, 3.16k, 3.8s, 3.13s)
SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS and use communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR I).
    SLO 3.2.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.20s, 3.6k, 3.8k, 3.11k, 3.7s, 3.8s, 3.13s)

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
    SLO 3.3.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.12s, 1.13s, 1.16s, 3.6k, 3.8k, 3.8s, 3.13s, 3.7s)

SLO 3.4: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).
    SLO 3.4.1 Assessment = Differentiation Instruction assignment (1.2k, 1.3k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.16s, 1.20s, 1.23s, 3.6k, 3.8k, 3.15k, 3.16k, 3.8s, 3.13s)
    SLO 3.4.2 Assessment = SPED reflection (1.2k, 1.3k, 1.25k, 1.1s, 3.6k, 3.8k, 3.15k, 3.16k)

SLO 3.5: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
    SLO 3.5.1 Assessment = Poverty reflection (1.3k, 3.15k, 3.16k)

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 design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).
    SLO 4.1.1 Assessment = Assessment assignment (1.25s, 1.26s, 3.4k, 3.4s, 3.5s, 3.6s)

III. Course Assignments

- Syllabus Agreement (must be completed before the second class meeting or continuation in the course will not be permitted)
- ECH 350 e-book (this assignment will NOT be graded in THIS course, but is part of an interdisciplinary assignment across your Field 1 courses; the technological aspects of the assignment will be described in this course through a self-paced, online module you can access through ECH 332’s d2L)
- Excellent Teacher research and reflection (5 pts)
- Classroom Management: Mistaken Behavior Reflection Sheet (10 pts)
- Guidance, Rules, CHAMPS assignment (10 pts)
- Brofenbrenner Circles (5 pts)
- Little Free Library (LFL) visits and reflection (10 pts)
- Poverty Simulation attendance and action plan OR Poverty Centers and action plan (10 pts)
- SPED viewing and reflection (10 pts)
- TEKS, Learning Objective, ELPS, Language Objective Quiz completion (5 pts)
- Nature Poem Tech Transformation (5 pts)
- Field Trip Reflection and Application (10 pts)
- Linguistic and Cultural LP revision (5 pts)
- PEDAGOGY REPORTS (15 pts total)
  o Report (7 pts)
  o Assessment Creation (5 pts)
  o Work Sample + Analysis (3 pts)
• **BOOKJOY AND BITES WITH BQJ**: (50 points total)
  (this is a multiple assignment, long-term project; point break-down for each assignment will be explained when the assignments are introduced)

• **FINAL EXAM** (20 pts)

You will receive details describing each assignment and outlining how it will be graded as each assignment is introduced in class in conjunction with content knowledge presented throughout the course. **It is the responsibility of the Teacher Candidate to stay aware of and ensure that they understand all assignment directions, expectations, due dates, etc.**

**IV. Summary of LiveText Assignments:**

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

**IV. Evaluation and Assessments (Grading):**

Planned Course Point Total: 170*/**

*To accommodate a flexible, responsive curriculum and schedule, total course points possible is contingent upon the content knowledge and skills that are actually completed each semester. Teacher Candidates will be notified of any changes to points, as they occur. **It is the responsibility of the Teacher Candidate to stay aware of any changes to the course point total.**

A = 90 – 100% of course’s final point total
B = 80 – 89% of course’s final point total
C = 70 – 75% of course’s final point total
F = below 75% of course’s final point total

*C or better for this course is required as a prerequisite for Field Experience II.

**Please see the discussion of “grade deduction absences” later in the syllabus.

**IV. Tentative Course Outline/Calendar:**

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. **To accommodate a flexible, responsive curriculum changes to the original course schedule may be necessary to better fit the needs of students and/or content of the course. Teacher Candidates will be notified of any changes, as they occur. It is the responsibility of the Teacher Candidate to stay aware of any changes to the course schedule.**

**VII. Required Text and Other Required Materials:**

**Required Readings:**

There is no text to purchase for this course (you’re welcome 😊). The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

**Recommended Resource Book --- purchase NOT required:**

Optional TEXTBOOK (for deeper understanding, self-teaching) --- purchase NOT required:


There is NOT a LiveText assignment for this course, but it is required for other courses you will take in conjunction with this course.

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at http://www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid.

VIII. Class Attendance and Work Policy:

Lecture Class Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade and may warrant a Program Continuation Plan with the Department of Elementary Education. Each teacher candidate is expected to:

- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;

become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/ptpolicies/academic_integrity.asp

Class Engagement (Attendance) and Professionalism for a Burrow Course:

Attendance and punctuality are a vital part of the teaching profession. Attendance, active participation, and accurate and timely completion of assignments are expected as this should benefit candidate understanding of concepts related to this course.

1. BE PRESENT
2. BE PARTICIPATIVE
3. BE PROFESSIONAL
4. BE PRODUCTIVE
5. BE POSITIVE

Daily Attendance/Engagement:
To ensure that a Teacher Candidate receives credit for his/her attendance and engagement, Teacher Candidates are to prominently display the “Name Folder” during class meetings and return it to the professor at the end of class. It is the responsibility of the Teacher Candidate to pick up their “Name Folder” from the professor at the beginning of each class meeting and return the “Name Folder” to the professor at the end of each class meeting. If a Teacher Candidate loses their “Name Folder”, a grade deduction penalty of one full letter grade will be imposed to the final grade (after final course points are tabulated) for lack of evidence of attendance/engagement.

**FORMATIVE ASSESSMENT --- 6-word Reflections:** Every class meeting, Teacher Candidates will be prompted to write a 6-word reflection in their “Name Folder” that responds to a lesson learned from the lecture, discussions, etc. These reflections will be collected by the professor and will serve as a formative assessment of knowledge learned and provide a means by which to communicate knowledge and/or pose specific questions for professor feedback --- please take the time/opportunity to say what you want to say! ☺️ **Failure to complete a 6-word response will count as a “grade deduction absence.”**

**What if I miss a class?**

Teacher Candidates who consistently attend and actively engage in class will receive no deduction to their final course grade. Teacher Candidates who are absent from a class (including arriving more than 15 minutes late or leaving more than 15 minutes early) may email the professor to discuss options for make-up work (see steps below). Please note, **no more than TWO** missed classes can be attempted as make-up and due to the social constructivist nature of the course some class meetings simply cannot be made up. **Any missed classes that are not/cannot be made up will be counted as “grade deduction absences;” each “grade deduction absence” will result in a -7 pts deduction (after final course points have been tabulated).**

Those Teacher Candidates who wish the professor to consider the possibility of make-up work for missed class meetings must complete the following steps (failure to complete all steps will result in the missed class being recorded as a “grade deduction absence”):

1. Email the professor within 24 hours of a missed class meeting (preferably prior to the absence). Failure to email the professor within 24 hours may result in the absence being marked as a “grade deduction absence.” The email should identify your course with section, the date of the absence, and a request to consider the possibility for make-up work.
2. The professor will reply with a confirmation of whether or not the missed class meeting can be satisfactorily made up (again, it is up to the discretion of the professor to determine if a class meeting simply cannot be made up). The professor’s reply will include make-up instructions (including a deadline and submission requirements) for independent, individual work to be completed so that the absence can be marked as a “NON-grade deduction absence.” Please note, **no more than TWO** missed classes can be attempted as make-up and some class meetings simply cannot be made up (that is why discussion with the professor prior to absences is recommended, when possible). If the professor determines that work submitted is suitable, the professor will label the absence as a “non-grade deduction absence” in the Teacher Candidate’s “Name Folder.” **It is the responsibility of the Teacher Candidate to contact the professor if an evaluation of the submitted work is not confirmed by the professor by Dead Week.**
3. Those Teacher Candidates who do NOT satisfactorily complete make up work and/or do not request make up work per these steps will have their absences marked as “grade deduction absences” and a full letter grade drop will result for each absence identified as such.

The professor understands that unexpected events can occur in Teacher Candidates’ personal and/or professional lives, and encourages Teacher Candidates to communicate EARLY and OFTEN with the professor to discuss short- and long-term solutions. Communicating needs, issues, and concerns as soon as possible allows the professor the possibility of working with you to create viable solutions. **PLEASE TALK TO ME – I WILL LISTEN, but it can’t come at the last minute!**
In the case of extenuating circumstances beyond the Teacher Candidate’s control (e.g., long-term illness or other personal issues, participation in University-sponsored such as sports, etc.) please arrange a face-to-face meeting with the professor to discuss options…

…discussions regarding unexpected “extenuating circumstances” should occur around the time of their occurrence (it is much more difficult to arrange alternatives the farther away from assignments’ original deadlines that we get

…discussions about anticipated/planned “extenuating circumstances” should occur prior to their occurrence (requests for retroactive consideration of work not completed when a Teacher Candidate knew of a planned absence, but did not communicate with the professor may not be approved).

Communications:
All SFASU teacher candidates are issued an e-mail on the University System. The professor will send important information to you using this system, thus you are responsible for monitoring your SFASU e-mail address for any important class information. If you have forwarded your SFASU email to a personal e-mail server, you are responsible for ensuring that it has been done correctly (you will still be held accountable for information sent to your SFASU e-mail account even if it does not forward to your personal e-mail account).

**COMUNICATION -- early and often -- is welcomed and encouraged!**
PLEASE reach out to me when you have questions, personal circumstances, etc. Do NOT wait until after the assignment is completed or the issue has grown too large to communicate concerns or needs with me. I understand the busy academic, professional, and personal schedules we all have, so I am available through multiple VIRTUAL platforms that will allow you to reach me from anywhere, anytime...

The best way to reach the professor is at the official SFASU e-mail address: BurrowLE@sfasu.edu

**To ensure an expedited response, please put [Course #. Section] in your subject line.**

To guarantee a FACE-to-FACE meeting, please schedule one with me during office hours or at another agreed upon time.

PLEASE NOTE: due to the professor’s course schedule she is unable to meet with any students directly before or after class. Please consult office hours or schedule an alternate time when her attention can be fully devoted to you and your concerns. THANK YOU for understanding!

Work Policies for a Burrow Course:

Assignment Completion Policy:
All students are expected to complete assignments by the posted deadline. **In order to earn an ‘A’ in the course, ALL assignments must be completed (including LiveText, if applicable).**

Make-Up Work Policy:
The decision whether to accept make-up work is at the discretion of the instructor. No make-up work will be accepted Dead Week or Finals Week.

Late Work Policy:
Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor, mentor teacher, and students) are relying on your completion of timely work --- please be prompt, professional, and passionate about your work! As a professional, I respect your time; please respect mine.

There will be a grace period of 24 hours for assignments (except when noted), with no grade deduction penalty --- after that, it is at the discretion of the professor to accept late work if communication from the student occurred PRIOR to the tardy assignment. So, when circumstances prevent timely completion of assignments please notify your professor PRIOR to the assignment due date. **Please note, many of the assignments of this course may not be executed/ performed without**
prior professor approval, so if you are late turning in work you may not get your assignments back in time to continue on in the course. **No late work will be accepted for the Final Exam.**

**Graded Assignments:**

If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as the next day after a graded assignment is posted, but should be requested no later than a week after the graded assignment is posted.

**Do you count off for Writing? Please present: “Make-A-Parent-Feel-Confident” Writing!**

As future teachers, you will be representing yourself as professional educators and as a significant representative for a collective group of career professionals to your students, your students’ families, your co-workers, your employers, and our national community! Additionally, you will be responsible for the foundational instruction of young children! Therefore, correct spelling and grammar will be considered in grading requirements. It is recommended that you have your written work reviewed by an outside source (the professor will not review assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).

When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more grammar/mechanical errors in your final submission, you may be asked to review, correct, and resubmit for a **20% grade deduction penalty.** The professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to future assignments or to receive a final grade for the course! **So take the time, the first time!**

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in early childhood education and/or other course content knowledge, you may be required to schedule an outside conference with the professor before receiving credit for the course and attendance at the AARC may be required to continue on in the course. The professor will be available to discuss the expectation of assignments prior to turn in (appointments must be made at least 2 school days before the assignment is due).

**Accessibility to AARC Resources/Assistance:**

- **The OWL - Online Writing Lab is now inside D2L.** Students can see it as one of their classes in the Select a course... pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside a course shell that works like any other dropbox. There are detailed instructions provided.
- AARC Writing provides an overview of paper structure and identifies the type of grammar errors present. AARC checks citations, but can't check for plagiarism and does not point out every error. Please allow for 48 hours min.
- AARC has Walk-In tables in the evenings and on Sunday, and **now offers Weekly Appts. by paper.** Students can sign up to brainstorm, revise, and review their papers over a minimum of 3 weeks at sfasu.edu/aarc.

**VII. Course Evaluations:**

Near the conclusion 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE 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
equality in teaching and continued improvement. Therefore, your response is critical!

In the COE, 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:

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

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/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 polity 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.

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam,
resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals:

A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy,
Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5):

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 and F, except as allowed through policy (i.e., Active Military Service (6.14). 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.
Student Code of Conduct (Policy 10.4):

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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

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. 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. 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.texes.ets.org/registrationBulletin/<http://www.texes.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.

IX. Other Relevant Course Information

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. NOTE: Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

FOOD for THOUGHT (Hunger Jacks): The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a mean plan. Food for Thought is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available. (located Student Center, Room 3.201)
ELE 332.001 Tentative Schedule – Fall 2017

To accommodate a flexible, responsive curriculum changes to the original course schedule may be necessary to better fit the needs of students and/or content of the course. Teacher Candidates will be notified of any changes, as they occur. **It is the responsibility of the Teacher Candidate to stay aware of any changes to the course schedule.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENT DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>August 29, 31</td>
<td>Getting Started</td>
<td>SYLLABUS AGREEMENT (due in d2L by August 31, 8:00am)</td>
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<tr>
<td></td>
<td>To Be an Excellent Teacher</td>
<td>Excellent Teacher research and reflection (due to d2L by September 08, 11:59pm)</td>
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<td>For next class: Pre-Read Domains for activity</td>
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<tr>
<td>Week 2</td>
<td>Developmental Domains and Learning</td>
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<tr>
<td>September 05, 07</td>
<td>Developmentally Appropriate Practices</td>
<td>Classroom Management; Mistaken Behavior Reflection Sheet (due in d2L by September 15, 11:59pm)</td>
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<tr>
<td></td>
<td>(DAP) DAP Gingerbreads (in-class group assignment)</td>
<td>Guidance, Rules, CHAMPS (due in d2L by September 29, 11:59pm**)</td>
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<td>**you will complete some parts of this assignment in your ECH 350 section, but it will be graded in this course</td>
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<tr>
<td>Week 3</td>
<td>ONLINE CLASS WORK: September 12</td>
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<tr>
<td>September 12, 14</td>
<td>ONLINE CLASS WORK: September 14</td>
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<td>ONLINE CLASS WORK: September 14</td>
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<tr>
<td>Week 4</td>
<td>ONLINE CLASS WORK: September 19</td>
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<tr>
<td>September 19, 21</td>
<td>Brofenbrenner</td>
<td>Brofenbrenner Circles (due in d2L by September 20, 11:59pm) – and bring a hard or digital copy to class on September 21</td>
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<td><strong>BACK TO IN-CLASS:</strong></td>
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<tr>
<td></td>
<td>A Community of Learners: Brofenbrenner REVIEW</td>
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<td></td>
<td>Families and Funds of Knowledge</td>
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<td>Where I'm From? (in class assignment)</td>
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<tr>
<td>Week 5</td>
<td>Families and Funds of Knowledge</td>
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<tr>
<td>September 26, 28</td>
<td>A Community of Learners: Stereotypes</td>
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<tr>
<td></td>
<td>#weneeddiversebooks</td>
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<tr>
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<td>I am / I am not (in class assignment)</td>
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<tr>
<td>September 29/30</td>
<td><strong>Attendance at this experience means you do NOT have to attend class on October 12</strong></td>
<td>Poverty Simulation attendance and action plan (due in d2L by October 16, 11:59pm)</td>
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<tr>
<td></td>
<td><strong>The Poverty Simulation is designed to help participants begin to comprehend what it might</strong></td>
<td><strong>Attendance at this experience means you do NOT have to attend class on October 12</strong></td>
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</tbody>
</table>
| Week 6          | October 03, 05 | A Community of Learners: Stereotypes #weneeddiversebooks | Sept 29: 4 – 700pm (HPE Complex)
OR Sept 30: 9am – noon (HPE Complex) |
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<tbody>
<tr>
<td>A Community of Learners: Linguistic and Cultural Diversity Best Practices</td>
<td></td>
<td>Diverse Book “Reading Rainbow” VIDEO Book Report due to shared site by October 15, 11:59pm</td>
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<tr>
<td>Week 7</td>
<td>October 10, 12</td>
<td>A Community of Learners: Linguistic and Cultural Diversity Best Practices</td>
<td>Poverty Reflection and Action Plan (due in d2L by October 16, 11:59pm)</td>
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<tr>
<td>&quot;if you attended the Poverty Simulation Experience, you do NOT have to attend course on October 12**</td>
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<tr>
<td>A Community of Learners: Poverty Feelings Facts Actions</td>
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<tr>
<td>Week 8</td>
<td>October 17, 19</td>
<td>Pedagogy – HOW we teach: DIFFERENTIATION, LEARNING STYLES, and MULTIPLE INTELLIGENCES (A Community of Learners: SPED)</td>
<td>(SPED viewing, reflection due in d2L by November 30, 2017)</td>
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<td>Pedagogy---- HOW we teach: Lesson Objectives, ELPS, Language Objective, and Assessment</td>
<td>Complete the TEKS, Learning Objective, ELPS, Language Objective Quiz, and bring hard copy/digital copy of results to class (10/19)</td>
</tr>
<tr>
<td>Week 9</td>
<td>October 24, 26</td>
<td>IN CLASS WORK DAY for BookBites</td>
<td>BookJoy and Bites LP DRAFT due for all groups in d2l by October 25, 11:59pm (one per group with ALL names)</td>
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<td>Pedagogy – FIELD TRIPS, TECH + LITERACY – meet at the SFA Arboretum Nature Poems (in-class assignment; save for later)</td>
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<tr>
<td>Week 10</td>
<td>October 31, November 02</td>
<td>GROUPS 1 - 5: Meet with MANAGEMENT STUDENTS to brainstorm &quot;bookjoy and bites&quot; Groups 6 - 10: free work day</td>
<td>BookJoy and Bites LP FINAL due for all groups in d2L by November 01, 11:59pm (one per group with ALL names)</td>
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<td>Week 11</td>
<td>November 07, 09</td>
<td><strong>PRACTICE 1 - 5</strong></td>
<td>Linguistic/Cultural LP revision due in d2L by November 10, 11:59pm</td>
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<td><strong>PRACTICE 6 - 10</strong></td>
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<tr>
<td>Week 12</td>
<td>November 14, 16</td>
<td><strong>Pedagogy – HOW we teach: FIELD TRIPS, TECH + LITERACY, Groups 5 - 8 (VIRTUAL REALITY LAB)</strong>&lt;br&gt;<strong>Groups 1 - 5: free work day</strong>&lt;br&gt;Tu, November 14: Times TBA BQJ BookJoy and Bites</td>
<td>Field Trip Reflection + Application due in d2L by November 17, 11:59pm&lt;br&gt;Bring nature poem from (October 24 to class) for Nature Poem Tech Transformation due in d2L by November 28, 11:59pm&lt;br&gt;(Pedagogy Reports due to d2L by November 28, 800am)</td>
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<td><strong>Pedagogy – HOW we teach: FIELD TRIPS, TECH + LITERACY, Groups 1 - 4 (VIRTUAL REALITY LAB)</strong>&lt;br&gt;<strong>Groups 6 – 10: free work day</strong>&lt;br&gt;Th, November 16: Times TBA BQJ BookJoy and Bites</td>
<td>Field Trip Reflection + Application due in d2L by November 17, 11:59pm&lt;br&gt;Bring nature poem from (October 24 to class) for Nature Poem Tech Transformation due in d2L by November 28, 11:59pm&lt;br&gt;(Pedagogy Reports due to d2L by November 28, 800am)</td>
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<tr>
<td>Week 13</td>
<td>NOVEMBER 20 - 24</td>
<td>NO SCHOOL</td>
<td>NO SCHOOL</td>
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<tr>
<td>Week 14</td>
<td>November 28, November 30</td>
<td>PEDAGOGY REPORTS, 7 minutes</td>
<td><strong>ALL previously approved LATE WORK MUST BE SUBMITTED BY THURSDAY, NOVEMBER 30</strong></td>
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<td>PEDAGOGY REPORTS, 7 minutes</td>
<td>Final BJB reflection due to d2L by November 28, 11:59pm&lt;br&gt;&lt;i&gt;Pedagogy Reports presented in-class November 28/30&lt;/i&gt;</td>
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<tr>
<td>Week 15</td>
<td>December 05, 07</td>
<td>Final Class Reflection Day</td>
<td>FINAL REVIEW DAY</td>
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<td>FINAL REVIEW DAY</td>
<td>FINAL EXAM due to d2L by December 12 by 1130am</td>
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