QUESTIONS: Please first check this syllabus. Then check the Announcements and the Course Questions in D2L. If you ask a question that can be answered through one of these sources, you will be re-directed to them. If you can’t find answers to your questions, then email me via D2L. Thank you! ☺

* You are responsible for knowing and abiding by all information in this syllabus. The content and dates may be modified at the instructor’s discretion. Any changes will be noted via course announcements in D2L. *

**Instructor Information:**

Instructor: Dr. Flora Farago  
College: James I. Perkins College of Education (PCOE)  
Department: Human Sciences  
Program: Human Development and Family Studies (HDFS)  
Office: EDAN 119C  
Office Hours: TTh 9:30-11:00 & 1:30-2:30 or by appointment  
Office Phone: 936-468-2192  
E-mail: Email via D2L (please use this!); alternative if D2L is down: faragof@sfasu.edu

**Course Information:**

Times: There are no specific class times as the course is fully delivered online via D2L, however each “Week” starts on Monday at 8:00am and ends on Sunday at 11:59pm. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

Prerequisites: None.
**Required Textbooks:**

**The SFA library has a digital copy of the book that you can access for NO COST! However, you will need internet access to view it or download it for up to three days.** Some students who tried this last semester reported that they would have preferred a hard copy of the book for consistency and ease of use. You will be using this book for your weekly readings and this is where the majority of the material you are tested on will come from. Difficulty accessing the e-book will not be a valid excuse for missing assignments or for extra time on the exams.


I. **Course Description:**
This course examines the inter-relationships among the young child, the home, the school, and the community, with a particular emphasis on parent involvement in schools.

To be successful in this course you should do the following:

- Have a positive attitude and begin the course with a desire to learn! 😊
- Be ready on the first day of the session with your textbook, syllabus, and computer/internet ready.
- Read the syllabus and make a note of course policies and due dates; follow all course and assignment directions and deadlines.
- Check your D2L email, course site, and announcements *daily* for updates in course information, schedule changes, etc.
- Take notes while reading book chapters and watching/listening to any course materials. While you may use your book for the exams, you have a limited amount of time to take each exam. You will not have time to look up each answer. However, well-organized notes
will help you do well on the exams. All material, including videos etc., as well as assigned reading, is fair game for exams.

- Stay on top of all assignment due dates & complete all assignments on time, preferably early
- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned is the correct version and in the correct format. **Whatever you have turned in by the deadline is what will be graded.**
- Do NOT wait until the last minute to submit your assignments. Stating that your computer time said 11:58 p.m., but the assignment due at 11:59 p.m. had closed, will not be an excuse for submitting a late assignment.
- Take a screenshot of all submitted coursework and save them.
- Be a problem-solver when issues arise (call tech support, use your back-up computer etc.)
- Come to office hours or schedule virtual office hours to discuss your performance in the class, career goals, or any other course or professional development related topic. Take advantage of office hours to build professional relationships with your professors. You never know when you’ll need a recommendation letter from them -- it is a lot easier to write a letter for a student who has done well AND we know well☺
- Take responsibility for your actions pertaining to this course and the consequences that ensue from them. Ask for help early on! I’m rooting for your success.

**Communication:**

**Office Hours:** Please come visit me during office hours if you have any questions or just want to chat about career goals, your grade, study tips, or more. My office hours are on **T Th 9:30-11 & 1:30-2:30 or by appointment.** In the rare case that any office hours need to be rescheduled, this will be announced in-class as well as via D2L.

**E-mail:** Please **only email** me via D2L mail: Click on the e-mail icon (upper right-hand corner) on the Home Page Toolbar (For future reference or only if D2L is down: faragof@sfasu.edu or florafarago300@gmail.com). Please keep in mind that your correspondence with me is in the context of a professional environment. Please be courteous and respectful in the tone and content of your emails, as I will be in my emails to you. Emails will be answered within 24 hours during the week (M-F). If you email me on Friday afternoon, during weekends, or holidays, you may not receive a response until the next business day. If you email me outside of business hours (8pm-5pm) you may not receive a response until the following business day.

**Course Questions Forum:**

- This forum is to answer course-based questions throughout the semester
- Please post any general questions about the course, the course content, or learning activities, to this discussion. This forum is a way for us to make sure we are connecting and that we are all understanding important course concepts together.
- You are encouraged to answer other students’ questions posted under Course Questions. If everyone is stuck, then your instructor will answer your question
• I also encourage you to post articles, news clips, or current events related to the course material
• If your question is of a more personal nature, or is not necessarily course-related, please email your instructor directly
• You **may not** post questions about tests or test questions on this forum. These questions need to be emailed directly to your instructor

II. Intended Learning Outcomes:
This course supports the vision, mission, and core values of the Perkins College of Education (PCOE) 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. Additionally, reflecting the core values of PCOE, the course encourages critical thinking, collaboration, openness to new ideas and to culturally diverse people, and service that enriches the community.

The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies (HDFS) Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations (NCFR) and the National Association for the Education of Young Children (NAEYC) to promote learning and understanding of child development and family relationships.

**Family Life Educator Certification:**
Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9). There are a total of ten content areas in all—but primarily only four are covered in this course:

**Area I:** Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

**Area V:** Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

**Area VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

**Area IX:** Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

**Specific to Teacher Certification:**
National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 242) provides information related specifically to the following standard noted
below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TExES.

**NAEYC Standard II:** Candidates know about, understand, and value the importance and complex characteristics of children, 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.

**Program Learning Outcomes:**
1. Learners will identify social & cultural influences affecting family life and children.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships and children.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

**Student Learning Outcomes:**
Upon successful completion of the course, students will:
1. Be able to articulate the role of parent involvement in schools and the community.
2. Be able to define family and explain the diversity of family forms as related to the school and community environment.
3. Be able to develop resources for working with families in school and community settings.
4. Be able to discuss research issues related to parenting and/or parent education.
5. Be able to articulate strategies for involving parents in their child's education.
6. Have gained experience in participating in a volunteer capacity related to family, school, and community involvement.

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

**Course Assignments & Activities:**

1. **Syllabus Quiz:** A quiz will be given within the first two weeks of class over the syllabus (available online in D2L “Quizzes” module). Please review the syllabus and take the quiz. Not completing the quiz by the due date will result in being dropped from financial aid. The Syllabus Quiz will be worth 25 points.

2. **Service-learning Project:** Students will document 10 hours of volunteering in a community setting/agency that involves direct interaction with school-aged children ages
**Students are not allowed to volunteer in a school setting during normal school hours.** The service learning project is worth a total of **150 points** (out of 550 points possible in the course). Please see the assignment details that comprise the service-learning project (worth 150 points total) below. Not completing the service-learning hours and related reflection paper leads to a very probable likelihood of failing the course.

**Important notes about choosing a service location:**

a) Volunteering site examples include, but are not limited to, the following: SFA Gear Up Program, Boys’ and Girls’ Club, 4-H, SFA Big Jacks, Helping House in Nacogdoches, Nacogdoches Public Library, Solid Foundation (an after-school mentoring program). Please make sure that the service involves direct contact with school-age children between 5-17 years-of-age, before you commit to volunteer. Filing papers or doing office work will not be acceptable. Please contact your preferred site and ensure there are volunteer opportunities to be in direct contact with children and families. I will provide a list of agencies in D2L where students have volunteered in the past – feel free to choose from this list (however you are not limited to it).

b) A relative **may not** be your direct supervisor and/or sign your volunteer hours log. Your employer/boss may not be your supervisor (you have to do your hours outside of work).

c) If you need help finding a location to volunteer, feel free to notify me and I will help you search for opportunities in your area. Please first attempt to identify some agencies on your own. If this falls through, contact me.

d) Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization.

e) Select your service learning site **carefully and early**, to avoid not completing service commitments. If an organization requires that you commit to volunteer for at least 3 months, please only sign up if you are able to follow through. It may be helpful to let organizations know that you are required to complete 10 hours (but can commit to more if desired).

f) You cannot use observation hours from other courses to meet the service-learning requirement for HMS 242; in fact, you should be actively interacting with children NOT simply observing them. Volunteering or interning at GETCAP Head Start is not acceptable for this course.
g) You must work with an official agency or business, and must be directly interacting with children at least some of the time. Example of unacceptable experiences: nannying, watching neighbors’ children, filing papers at a preschool, cleaning school classrooms.

How can I earn a good grade on the four service-learning assignments?

- Get started early and use the proper forms, and turn in everything by the deadline. Many forms require signatures from agency staff so take this into account. Turning in assignments late because agency staff was not available to sign a form will still result in point deductions.

- The service learning assignments listed below build on each other. You cannot earn credit for #2, #3, and #4 below unless all previous assignments have been submitted (regardless of credit/grade earned). For instance, you cannot earn points for the Reflection Report unless ALL of the following have been submitted: Initial Volunteer Form, Volunteer Check-In, and Volunteer Time Log.

- To get full credit, the proper forms have to be used, which are provided in D2L. The documents you submit need to be legible, and all sections need to be filled out on each form for full credit. Please contact me early with any questions.

1. Initial Volunteer Form completed in its entirety with signatures; downloaded from D2L and uploaded into D2L dropbox = 20 points; Important: You need this form approved by your instructor before you can begin your hours. A 20/20 indicates approval. If you receive a zero or a grade below 100% you are expected to communicate with your instructor about finding a suitable agency or event to complete your hours at. If for any reason you need to change the location/agency for your volunteer hours later in the semester, you need approval from your instructor.

2. Volunteer Check-In Students will inform the professor of how many volunteer hours were completed up to this time period by showing a copy of the volunteer log with signatures. You must have at least 4 hours to receive points = 10 points (and you must have submitted the Initial Volunteer Form to receive credit)

3. Volunteer Time-Log completed in its entirety with signatures demonstrating 10 hours of volunteering; download from D2L filled out then submit to D2L drobox = 20 points (and you must have submitted the Initial Volunteer Form & Volunteer Check-In Form to receive credit)

4. Volunteer Reflection Report completed in its entirety; filled out then submitted to D2L drobox = 100 points (and you must have submitted the Initial Volunteer Form & Volunteer Check-In Form & the Volunteer Time-Log to receive credit)
Details about the Volunteer Reflection Report

Upon finishing your service hours, you will complete a reflection report about your experiences. Your answers will be long answer in paragraph form. You will use your experiences volunteering at a community organization as well as current academic research (years 2016-2017) to answer some of the questions.

Important notes on Volunteer Reflection Report assignment:

a. Worksheet & instructions will be posted in D2L. Also, for some of the questions you will need to cite additional material. You must use APA formatting, so refer to the course required APA manual and/or lecture from the course to ensure proper formatting of your answers.

b. You will be expected to utilize the online academic articles available on the SFA library website.

c. Failure to provide relevant resources to support your ideas will result in a zero earned for the final submission—because the references are critical to ensuring the validity of in-text citations and information presented.

d. The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference but all others should be academic articles obtained from the SFA library or Google Scholar. Do not use newspapers or magazines to support your ideas.

e. DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go directly to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization, then this may be used.

f. When using scholarly material for your report, DO NOT quote—but instead summarize in your own words (paraphrasing) and then apply correct APA in-text citations (e.g., note author and year published either before, during, or after a given sentence).

3. APA Quizzes: There will be 3 short APA formatting Quizzes that occur throughout the semester, please see course timeline for dates. Each multiple-choice quiz is worth 25 points, for a total of 75 points. These quizzes will start following an online module about APA formatting & reading academic journal articles. You will be tested over the course of the semester as a review of knowledge and for practice using the APA handbook to find information.

4. Exams: There will be 3 multiple-choice exams on information relevant to our textbook and lectures. Exams will cover material from the textbook and lectures/videos as outlined in the Course Schedule. Each exam will have 30-40 multiple-choice questions and will be worth 100 points each, for a total of 300 points. Please check the course schedule for due dates and exam availability. Students must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line at 936-468-1919 for technical assistance. Assistance is available M-F 8:00-5:00. If you wait until after
5pm (or weekends) and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing exams/quizzes. Avoid waiting until the last moment to take the exam/quiz.

**Missed Exams (or Quizzes):** Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing an exam. Make-up exams are very rarely given, and require proper documentation before the exam deadline has passed. It is up to the instructor to determine whether a make-up exam is warranted. If you forget to take an exam, oversleep, or do not have a documented “excuse” for missing an exam, you need to schedule an appointment with me to discuss the matter and your ability to pass the course.

**Use of Technology for Exams:** Taking the exams on a computer with reliable hard-wired, high-speed internet is critical. You are required to have reliable high-speed internet and I strongly recommend against using Wi-Fi/wireless connections during exams. Students who try to use Wi-Fi/wireless or dial-up service invariably experience difficulties taking exams online. Instead, use hard-wired internet (with an Ethernet cable that connects your computer/laptop to your internet router). If you do not have access to reliable hard-wired, high-speed internet at home, I urge you to take the exams at one of the campus computing sites. Regardless of where you take the exam and what type of internet you use, you must have a back-up plan in case something should occur with your computer/internet. **Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.**

**Using Textbooks/Notes During Exams/Quizzes:** Knowing that the use of textbooks/notes is not prohibited during a quiz or an exam can give students a false sense of security. The quizzes and exams are timed, and you will not have time to look up answers in the textbook if you are unfamiliar with the material. At best, you will have time to double-check a fact you recall from the reading. The best way to optimize your performance on exams is to have completed the assigned readings and study the way you would for any other class. You are permitted to use your textbook, notes, and study guides when taking the exams, **but collaboration with others is not permitted and constitutes academic dishonesty.**

**Reviewing Missed Quiz/Exam Questions:** Please come to office hours or email me to go over questions you missed. We can go over the types of questions you got wrong and identify study strategies to improve your performance.

**POLICIES ABOUT ASSIGNMENT/EXAM/QUIZ SUBMISSION**

- In addition to submitting your coursework correctly by the deadline, it is also important to double-check that your submission was successful, including that the correct version of the assignment (final draft) and correct format (.doc, .docx) was turned in (that is, I
must be able to download and open the assignment). Whatever you turn in by the deadline is what will be graded. Read ALL assignment instructions about formatting, word limits etc.to avoid losing points.

- You need to double-check immediately after you submit an assignment, exam, or quiz. To document that your coursework was submitted correctly (and that you double-checked it), you are strongly encouraged to take a screenshot of it and save the screenshot WITH the submission date.

DEADLINES AND EXTENSIONS

Time Zone Differences
All due dates reflect CDT/CST (Texas) time zones, 11:59 pm. Late assignments or extensions will not be considered due to difference in time zones. If you reside outside of Texas or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences. No deadline extensions will be given for students who miss a deadline because of time zone differences.

Late Work
Late assignments may be accepted given proper documentation (up to instructor’s discretion) however will automatically lose 25% credit every 24 hrs. Documentation must be provided within 48 hours of the due date of the assignment. EXCEPTIONS: Exams/quizzes do not fall under this category – late/make-up exams are only offered on a case-by-case basis, provided proper documentation; please refer to the Missed Exam policies outlined earlier.

Policy on Missed Deadlines
Plan ahead to get to an alternate, reliable computer and internet to complete scheduled assignments, discussion forums, and exams, especially if you have a computer or internet that is less than reliable. Last minute internet- and computer–related issues are not valid excuses for a missed assignment. Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing assignments or exams.

Should you experience some type of emergency (personal, medical, weather-related) during the week an assessment is due, you will need to provide the instructor documentation prior to the deadline in order to be considered eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of the instructor. Absolutely no exceptions will be made AFTER a deadline has passed. Examples of unacceptable excuses include: traveling, vacations, helping a friend in crisis, break ups, work conflicts, etc. If you are having emotional issues that are affecting your work, a campus-based resource is SFA Counseling Services: www.sfasu.edu/counselingservices/
Course Format/Instructional Strategies: This course is fully delivered online using the D2L course management system.

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

5. Extra Credit: There may be opportunities to earn Extra Credit in the course. These opportunities will be announced to ALL students and no special EC assignments will be offered to individual students. If you are enrolled in more than one of my courses (or other HMS courses), you can only use an extra credit event to earn extra credit for one course at a time (you can choose which one).

IV. Evaluation and Assessments (Grading):
Establishment of a grading scale is up to each instructor. Instructors in your other classes might be using different scales. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning:</td>
<td>150</td>
</tr>
<tr>
<td>Initial Volunteer Form</td>
<td>25</td>
</tr>
<tr>
<td>Volunteer Check-in</td>
<td>10</td>
</tr>
<tr>
<td>Volunteer Time Log</td>
<td>25</td>
</tr>
<tr>
<td>Volunteer Reflection Report</td>
<td>100</td>
</tr>
</tbody>
</table>
Quizzes/Exams: 400

<table>
<thead>
<tr>
<th>Quiz Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>APA Quiz 1</td>
<td>25</td>
</tr>
<tr>
<td>APA Quiz 2</td>
<td>25</td>
</tr>
<tr>
<td>APA Quiz 3</td>
<td>25</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>550</strong></td>
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</tbody>
</table>

*Extra Credit assignments may be offered throughout the course at the instructor’s discretion.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>492-550</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>437-491</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>382-436</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>327-381</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>326 or less</td>
<td>Less than 60%</td>
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</tbody>
</table>

**Grade Questions:** If you have any questions about a specific score you received you must contact me *within a week of the grade being posted* to schedule a time to discuss your concerns. I do not allow students to revise/resubmit or retake coursework, but can clarify why you missed points. I recommend that you check your grade points regularly. I will not review grades retroactively at the end of the semester.

**Re-grading Policy:** I am happy to review and/or re-grade assignments *within a week of the score being posted*. However, please realize that if you request that I review/re-grade something, my grading and the associated revised score will be the final score. My re-grading may result in you earning any of the following: a lower score, the same score, or a higher score. You will be required to agree to this regarding policy via email prior to my regarding of the assignment.
**Attendance Policy:** Although we are not meeting face-to-face in a classroom, “attendance” is nonetheless critical. **Attendance means that you are:** logging on to MySFA daily to check the course Announcements, Grades, and contributing to discussion boards, and completing all assignments on time. The course is time-released; you will not have access to the entire course at once. Instead, you will have access to each week’s coursework Monday through Sunday.

**V. Tentative Course Calendar:**
A tentative course schedule is outlined below. It indicates all reading assignments, exam dates, discussion due dates etc. Please note that this is a tentative schedule that may change at any time. I will notify the class of any changes via D2L. I will not seek out individual students to update their syllabus or initiate reminders.

All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

**We live in a diverse world:** As part of this course, we will frequently discuss how children’s and adults’ identities around race, gender, culture, sexual orientation, socio-economic background, immigration status, and other demographic variables shape children’s well-being, development, as well as disparities that exist in our world (and what we can do to alleviate these). I will ask you to reflect on your own identity and beliefs around these issues, and you may be asked to share your thoughts with your classmates. While diverse, even opposing opinions are welcome, under no circumstances will discrimination or harassment be tolerated on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, or disability.

**ALL due dates are Sunday 11:59 pm CDT/CST**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings from book</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28-Sept 3rd</td>
<td>Welcome to HMS 242</td>
<td>Introduction (pg. 3-17)</td>
<td>“Welcome to HMS 242” Module</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Take Syllabus Quiz</td>
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<td>Extra Credit: Introduce YOU Discussion</td>
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<td></td>
<td></td>
<td>Theory &amp; Partnerships</td>
<td>Ch. 2.1 &amp; 2.2 (pg. 25-66)</td>
<td>“Theory &amp; Partnerships” Module</td>
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<td></td>
<td>Sept 4th-10th</td>
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<td></td>
<td>Take the Syllabus Quiz if you haven’t yet – last week to do it</td>
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<tr>
<td></td>
<td></td>
<td>Reading Academic Research &amp; APA</td>
<td>APA Handbook: Ch. 2, 6, 7, &amp; section 8.03 (pg. 228-231)</td>
<td>“Reading Academic Journals &amp; APA Style” Module</td>
</tr>
<tr>
<td>3</td>
<td>Sept 11th-17th</td>
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<td></td>
<td>“APA Quiz #1” Due</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics/Content</td>
<td>Readings from book</td>
<td>Activities &amp; Assignments</td>
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<tr>
<td>4</td>
<td>Sept 18th-24th</td>
<td>Teacher Thoughts and Behaviors</td>
<td>Ch. 3.1, 3.2, &amp; 3.3 (pg. 91-149)</td>
<td>“Teacher Thoughts on Parental Involvement” Module Turn in “Initial Volunteer Form”</td>
</tr>
<tr>
<td>5</td>
<td>Sept 25th-Oct 1st</td>
<td>Parent Reactions &amp; Attitudes</td>
<td>Ch. 3.4, 3.5, &amp; 3.6 (pg. 150-215)</td>
<td>“Parent Reactions &amp; Attitudes” Module</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2nd-8th</td>
<td>Exam #1</td>
<td>None</td>
<td>Exam #1 due</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9th-15th</td>
<td>Student Thoughts on Parental Involvement</td>
<td>Ch. 3.7 &amp; 3.9 (pg. 216-256)</td>
<td>“Student Thoughts on Parental Involvement” Module “APA Quiz #2” Due</td>
</tr>
<tr>
<td>8</td>
<td>Oct 16th-22nd</td>
<td>Homework</td>
<td>Ch 3.8</td>
<td>“Homework” Module Volunteer Check in form due – at least 4 hrs. needed for credit</td>
</tr>
<tr>
<td>9</td>
<td>Oct 23rd-29th</td>
<td>Homework Debate</td>
<td>Readings will be provided in D2L</td>
<td>“Homework” Module</td>
</tr>
<tr>
<td>10</td>
<td>Oct 30th-Nov 5th</td>
<td>Policy</td>
<td>Chs 4, 4.1, 4.2, &amp; 4.3</td>
<td>Policy</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics/Content</td>
<td>Readings from book</td>
<td>Activities &amp; Assignments</td>
</tr>
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<tr>
<td>11</td>
<td>Nov 6&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam #2</td>
<td>None</td>
<td>Exam #2 due</td>
</tr>
<tr>
<td>12</td>
<td>Nov 13&lt;sup&gt;th&lt;/sup&gt;-19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Creating Partnerships</td>
<td>Ch. 5 &amp; 5.1 (pg. 387-414)</td>
<td>“Creating Partnerships” Module</td>
</tr>
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<tr>
<td>13</td>
<td>Nov 20&lt;sup&gt;th&lt;/sup&gt;-26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>THANKSGIVING</td>
<td>THANKSGIVING</td>
<td>THANKSGIVING</td>
</tr>
<tr>
<td>14</td>
<td>Nov 27&lt;sup&gt;th&lt;/sup&gt;-3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>TIPS</td>
<td>Ch. 6, 6.1, 6.2, &amp; 6.3 (pg. 493-561)</td>
<td>“TIPS” Module “Final Volunteer Time-Log” Due with 10 hrs</td>
</tr>
<tr>
<td>15</td>
<td>Dec 4&lt;sup&gt;th&lt;/sup&gt;-10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Wrap-up &amp; Review</td>
<td>Ch 7 (pg. 573-575)</td>
<td>“Wrap-up &amp; Review” Module Reflection Report due</td>
</tr>
<tr>
<td>16</td>
<td>Dec 11&lt;sup&gt;th&lt;/sup&gt;-15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finals Week</td>
<td>None</td>
<td>Exam 3 due by Wednesday, Dec 13&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Important University Drop/Withdrawal Deadlines:**

**August 31<sup>th</sup>:** Last day to change schedules other than to drop courses. Last day to register.

**October 25<sup>th</sup>:** Last day to drop courses and to withdraw from the university without WP/WF.

**November 27<sup>th</sup>:** Last day to withdraw from the university.
Other deadlines/dates:
October 23rd – Midterm grades posted
December 19th – Final grades posted

VI. Readings:
Required:


Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

Optional: You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced via D2L and offered to all students (extra credit is not offered to students on an individual basis).

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction/instructor evaluation purposes (e.g., pay, retention, promotion). As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins 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 the summary of the evaluations will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Found at [www.sfasu.edu/policies](http://www.sfasu.edu/policies)

1. Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks 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.

2. Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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/.

3. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Forms of Academic Misconduct/Dishonesty:
1. Cheating: Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism. Submitting a work that has been purchased or otherwise obtained from the Internet or another source. Note about self-plagiarism: You are expected to turn in original work for each course you are taking. This means that if you have turned in an assignment in another course, you are not allowed to
turn in the identical assignment in this course. This applies even if you are re-taking
the current course because you dropped/failed it previously. Each time you take a
class, original work is expected. To avoid issues, and to make sure I can support your
success, if you are re-taking this course, please email me and let me know.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it
applies to an academic submission. Inventing information including citations.

6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or
the aid of academic dishonesty.

7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

Penalties for Academic Dishonesty: 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.

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

4. Withheld Grades (Incompletes): Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

5. 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.

6. Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 [cms.texas-ets.org/registrationbulletin/](http://cms.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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.