

# ECH 332: ECH Theory and Practice

## Section 001



Spring 2017

### *Instructor Information:*

**Dr. Lauren Burrow**

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**Office hours:** TU 1030-1130am in office, F 830am – 1230pm VIRTUAL (online)

**Credits:** 3 hours

**Course Time & Location:** Tuesdays, Thursdays 200 – 315pm in ECRC 205

### *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.

***Program Learning Outcomes & Student Learning Outcomes:***

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, Vygotsky, 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)

SLO1.1.2 – 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, 1.25k, 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 3.4.2 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***

- **Excellent Teacher reflection (5 pts)**
- **DAP application assignment (5 pts)**
- **Guidance, Rules, CHAMPS assignment (5 pts)**
- **Poverty Centers reflection (5 pts)**
- **Families in Transition book report + Google Doc discussion (7 pts total)**
  - **Book report (5 pts)**
  - **Google Doc discussion meaningful replies to 2 peers (2 pts each = 2 pts)**
- **Linguistic and Cultural LP revision (5 pts)**
- **SPED viewing and reflection (5 pts)**
- **Assessment Quiz and Design (4 pts)**
- **Games engagement reflection (2 pts)**
- **Poetry engagement reflection (2 pts)**
- **Technology engagement reflection (2 pts)**
- **POETRY LP (13 pts total)**
  - **Lesson Plan Writing**
    - **1<sup>st</sup> Draft (5 pts)**
    - **Final Draft (3 pts)**

- Individual Reflection (5 pts)
- Failure to complete your role can lead to -5pts  
     \*\*failure to present may result in loss of 10 pts
- BOOK BAG Activity (13 pts total)
  - Activity Plan
    - 1<sup>st</sup> Draft (5 pts)
    - Final Draft (3 pts)
  - Individual Reflection (5 pts)
  - Failure to complete your role can lead to -5pts
- Bronfenbrenner assignment (2 pts)
- PEDAGOGY REPORTS (10 pts)
  - Report (7 pts)
  - Work Sample + Analysis (3 pts)
- Community Engagement reflection (5 pts)
- FINAL EXAM (20 pts)
- In-Class Engagement (10 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.*

#### **IV. Summary of LiveText Assignments:**

**THERE ARE NO LIVETEXT ASSIGNMENTS for this course.**

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

**TOTAL points to be earned: 120**

**A = 120 - 108**

**B = 107 - 96**

**C = 95 - 90**

**F = below 90 pts**

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

#### **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. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is **your** responsibility to stay aware of the changes.

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

##### **Required Readings:**

*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:**

Tate, M.L. (2012). *Reading & Language Arts Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engaged the Brain*. Corwin: Thousand Oaks, CA.

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

Eliason, C. & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed). Pearson: Merrill Prentice Hall. ISBN: 978-0132193771 (any edition/year)

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:**

**Work Policy for a Burrow Course:**

**Assignment Completion Policy:** All students are expected to complete all assignments by the due date. **ALL assignments (including LiveText, if applicable) must be completed to receive a grade in this course.** 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 received.

**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!

When circumstances prevent timely completion of assignments please notify your professor PRIOR to the assignment due date. Assignments may be turned in late; however, **the professor makes no promises to grade late work in a timely manner** and no feedback will accompany the final grade. **It is the Candidate's responsibility to notify the professor, by email, if late work has been submitted.** 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. Please know that as a professor I respect your time, so please respect mine. *No late work will be accepted during the last week of the course (“dead week”); all work that Candidates wish to receive a grade for must be turned in by 300pm on the Friday prior to the last week of course meeting.*

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

As future teachers, you will be representing yourselves as professional educators and as 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% 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, *you may be required to schedule an outside conference with the professor before receiving credit for the course*. The professor will be available to discuss the **content** of written work prior to turn in (appointments must be made at least 2 school days before the assignment is due).

### **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**

Teacher Candidates who consistently attend and actively participate in class will receive full participation points. Those candidates who miss a class meeting have the option to demonstrate mastery of knowledge for topics *and* activities completed during the missed class. Evidence must be submitted to the professor by the next class meeting. *Those Teacher Candidates who choose not to make up missed class content, will receive 5 points deducted from their final grade for each absence (up to 3).* Those Teacher Candidates who do not make up work for 4 or more classes may receive an "F" for the course.

### **Daily Requirements:**

\* To ensure that a Candidate receives credit for his/her attendance, it will be the Candidate's responsibility to prominently display the "Name Plate" during class meetings and return it to the professor at the end of class.

\* **FORMATIVE ASSESSMENT** --- 6-word Reflections: At the conclusion of each class meeting, candidates will be asked to write a 6-word reflection that highlights 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! 😊

\* **How can I engage in content/activities from a missed class?**

If a Teacher Candidate is unable to attend a class, it is up to them to supply evidence of mastery of content and completion of activities from the missed class. Successful evidence of mastery of content will be determined by the professor and must be submitted by the next class meeting.

**\* What if I choose to NOT make up content/activities from a missed class?**

Those Teacher Candidates who choose not to make up missed class content, will receive 5 points deducted from their **final grade** for each absence (up to 3). Those Teacher Candidates who do not make up work for 4 or more classes may receive an “F” for the course.

**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).

**COMMUNICATION -- 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](mailto: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!

**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 excellence 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:**

## Lecture Class Professionalism:

Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate's grade.

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/ppolicies/academic\\_integrity.asp](http://www.sfasu.edu/ppolicies/academic_integrity.asp)

## 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.

### 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 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.

**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 an 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.texas.ets.org/registrationBulletin/](http://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.

### ***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.

**ELE 332.001 Tentative Schedule – Spring 2017**

PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted on D2L, but it is **your** responsibility to stay aware of the changes.

DATE	TOPIC	ASSIGNMENT DUE DATES Most assignments are due <b>by 11:59pm</b> (assignments due IN CLASS are due at the beginning of class) ... <i>unless otherwise noted</i>
Week 1 January 17, 19	<b>Getting Started</b>  <b>To Be an Excellent Teacher</b>	To Be an Excellent Teacher reflection <b>Due: d2L January 28, 11:59pm</b>  <b>HOMEWORK (after January 19): read Developmental Domains for next class</b>
Week 2 January 24, 26	<b>Developmental Domains and Learning</b>  <b>Developmentally Appropriate Practices (DAP)</b>	
Week 3 January 31, February 02	<b>Classroom Management</b>	DAP Application reflection <b>Due: d2L February 04, 11:59pm</b>
Week 4 February 07, 09	<b>Rules, Routines, and CHAMPS</b>	Guidance/Rules and Routines/CHAMPS assignment <b>Due: d2L February 11, 11:59pm</b>
Week 5 February 14, 16	<b>Lesson Planning --- HOW we teach</b> Lesson Plan template and learning objectives  <b>Completing the Lesson Planning Cycle ---ASSESSMENT</b>	Assessment quiz and application <b>Due: to d2L and in class February 16, 200pm</b>
Week 6 February 21, 23	<b>Completing the Lesson Planning Cycle ---ASSESSMENT</b>  <b>Lesson Planning --- HOW we teach: TECHNOLOGY</b>	<b>Tech Engagement Reflection, completed in-class February 23</b>
Week 7 February 28, March 02	<b>Lesson Planning – HOW we teach: POETIC LITERACY</b>  <b>Lesson Planning – HOW we teach: TECH + LITERACY</b>	<b>Poetry Engagement Reflection , completed in-class February 28</b>  <i>POETRY LESSONS assigned</i>
Week 8 March 07, 09	<b><u>IN-CLASS WORK DAY of POETRY LPs</u></b>  <b><u>IN-CLASS WORK DAY of POETRY LPs</u></b>	
<b>Week 9</b> <b>SPRING BREAK:</b>	<b>SPRING BREAK: NO SCHOOL</b>	<b>SPRING BREAK: NO SCHOOL</b>

<b>NO SCHOOL</b>		
Week 10 March 21, 23	<b>A Community of Learners: DIFFERENTIATION, SPED, MULTIPLE INTELLIGENCES</b>  Bronfenbrenner	SPED viewing and reflection Due: d2L April 29, 11:59pm  <b>POETRY draft LPs due by Tuesday, March 22 to d2L and in class, 200pm</b>  Bronfenbrenner assignment Due: d2L March April 01, 11:59pm  Community Engagement reflection Due: d2L April 29, 11:59pm
Week 11 March 28, 30	<b>A Community of Learners: Linguistic and Cultural/MEET with Dr. Burrow to review LPs IN- CLASS</b>  <b>A Community of Learners: Linguistic and Cultural/THOUGHT DAY: revise your LPs based on lessons learned about the community of learners</b>	Linguistic and Cultural Centers reflection + LP revision Due: d2L April 08, 11:59pm  <b>Revised POETRY LPs due by Friday, March 31 to d2L, 200pm</b>
Week 12 April 04, 06	<b>A Community of Learners: Poverty</b>	Poverty Centers reflection + LP revision Due: d2L April 15, 11:59pm  Families in Transition book report + Discussion Board <b>Due PART 1: original post d2L Discussion Board April 15, 11:59pm</b> <b>Due PART 2: two peer responses post d2L Discussion Board April 22, 11:59pm</b>
Week 13 April 11,  <b>NO CLASS APRIL 13: EASTER BREAK</b>	<b>BQJ BOOKJOY writing @ BQJ Elementary students during class time, April 11</b>  <b>NO CLASS APRIL 13: EASTER BREAK</b>	<b>Class meets @ BQJ to perform Poetry LPs with BQJ students</b>  <b>INDIVIDUAL POETRY LP Reflections</b> Due: d2L, April 22, 11:59pm
Week 14 April 18, 20  <b>FRIDAY, April 21: SAVE the DATE</b>	<b>BQJ BOOKJOY book bag activity planning based on writing from BQJ --- IN-CLASS WORK DAY</b>  BQJ BookJoy book bag Revise and Practice day --- <b>IN-CLASS</b>  <b>FRIDAY, APRIL 21 BQJ BookJoy Bench Celebration @ BQJ Elementary: Times TBD</b>	<b>DRAFT BQJ BookJoy book bag activity plans</b> <b>Due: d2L Wednesday, April 19, 200pm</b>  Revised BQJ BookJoy book bag plans <b>Due: d2L Thursday, April 20, 11:59pm</b>  <b>INDIVIDUAL POETRY LP Reflections</b> Due: d2L, April 29, 11:59pm
Week 15 April 25, 27	<b>TBD</b>  <b>BQJ BOOKJOY BENCH review day/HOW WE TEACH: Games</b>	<b>Games Engagement Reflection, completed in-class April 27</b>

		<b>**ALL LATE WORK MUST BE SUBMITTED BY Friday, April 28 @ 300pm</b>
Week 16 May 02, 04	<b>COURSE REFLECTION DAY //PEDAGOYG REPORTS in-class presentation</b>  <b>PEDAGOYG REPORTS in-class presentation</b>	<b>Pedagogy Reports</b> <b>Report Due: d2L May 02, 200pm</b> <b>In-class on May 02 or 04 (assigned dates to follow), 200pm</b> <b>Work Samples Due: d2L May 04, 11:59pm</b>
<b>FINAL EXAM</b>	<b>FINAL EXAM due to d2L by <u>Tuesday, May 09 @ 200pm</u></b>	<b>FINAL EXAM due to d2L by <u>Tuesday, May 09 @ 200pm</u></b>