I. Prerequisite:
Admitted to Teacher Education and enrolled in ECH 350.

II. 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.

III. Intended Learning Outcomes/Goals/Objectives:
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 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.
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. While this course does not focus on service there are other courses in the program that do, and this course supports the completion of those courses. 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.

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

**Overview of Learning Outcomes**

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 as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards. All content and assignments are aligned to these standards.

**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 Reflection (EC 12 Texas PPR Standards: 1.1k, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.15k, 3.16k) (inTASC: 1b; 1e; 1j; 2d; 2l; 3b; 3c; 3j; 3l; 5e; 5n; 5s; 7i; 8j; 8h) (Texas Educator Standards (TS): TS4Aiii) (Technology Standards: 2.10s (ISTE 1b, 2a, 4c); 4.2s (ISTE 5b))**

- **SLO1.1.2 – Assessment = Final Exam (EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 2.2k, 3.6k, 3.8k, 3.15k, 3.16k) (InTASC 1b; 1d; 1e; 1h; 1j; 2d; 2e; 2f; 2g; 2m; 2o; 3c; 3j; 5d; 5m; 7i; 8a; 8h; 8j; 8p; 10j) (Texas Educator Standards (TS): TS2Ci; TS2Cii; TS4Aiii) (Technology Standards: 2.10s (ISTE 1b, 21, 4c); 6.16s(ISTE 3d); 6.21s (ISTE 5b))**

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 (EC 12 Texas PPR Standards: 1.8k, 1.10k, 1.11s) (inTASC: 4a; 4b; 4c; 4i; 4n; 4p; 5h; 5i; 5j) (Texas Educator Standards (TS): TS3Bii) (Technology Standards: 1.1K (ISTE 5a, 5b, 5c); 2.9s (ISTE 5a, 5b, 6d); 2.10s (ISTE 1b, 21, 4c); 6.16s(ISTE 3d); 6.21s (ISTE 5b))**
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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards): 1.7k, 1.8k, 1.10k, 1.99k, 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, 3.7s, 3.8s, 3.13s) (inTASC: 1e; 1h; 2a; 2f; 4b; 4c; 4d; 4f; 4g; 4h; 4i; 4n; 4p; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Biii; TS1Cii; TS1Ei; TS3Ciii; TS5Ai) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards): 1.7k, 1.8k, 1.10k, 1.99k, 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) (inTASC: 1e; 1h; 2a; 2f; 4a; 4b; 4c; 4d; 4f; 4g; 4i; 4n; 4p; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Biii; TS1Cii; TS1Ei; TS3Ciii; TS5Ai) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards): 1.8k, 1.99k, 1.6s, 1.7s, 1.16s, 1.20s, 3.8s, 3.13s) (inTASC: 2f; 4b; 4c; 4f; 4g; 4i; 4n; 4p; 5c; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Ai; TS3Bi; TS1Biii; TS1Ciii) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards): 1.2k, 1.3k, 1.10k, 1.99k, 1.20k, 1.23k,1.25k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.16s, 1.20s, 1.23s, 1.26k, 3.6k, 3.8k, 3.15k, 3.16k, 3.8s, 3.13s) (inTASC: 1a; 1h; 1e; 2a; 2b; 2d; 2e; 2f; 2g; 2h; 2j; 2m; 2o; 4a; 4d; 4f; 4g; 4h; 4i; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6a; 6c; 6f; 6g; 6j; 6k; 6u; 7d; 7h; 7j; 7k; 7m; 7n; 7q; 7a; 8l; 8n; 8p; 9a; 9i; 10j;) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Biii; TS1Cii; TS1Ei; TS2Bii; TS2Ci; TS2Cii; TS3Bii; TS3Bi; TS3Biii; TS3Cii) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards: 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, 3.7s, 3.8s, 3.13s) (inTASC: 1e; 1h; 2a; 2f; 4a; 4b; 4c; 4d; 4f; 4g; 4h; 4i; 4n; 4p; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Bii; TS1Ciii; TS1Ei; TS3Bi; TS3Biii; TS3Ci; TS5Ai) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

- SLO 3.3.1 Assessment = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards: 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.11s, 1.13s, 1.16s, 3.6k, 3.8k, 3.7s, 3.7s, 3.13s) (inTASC: 1e; 1h; 2a; 2f; 4b; 4c; 4d; 4f; 4g; 4h; 4i; 4n; 4p; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Bii; TS1Ciii; TS1Ei; TS3Bi; TS3Biii; TS3Ci; TS5Ai) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 = Pedagogy Report presentation and Discussion Board (EC 12 Texas PPR Standards: 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) (inTASC: 1a; 1e; 1h; 2a; 2b; 2d; 2e; 2f; 2g; 2h; 2j; 2m; 2o; 4a; 4d; 4f; 4g; 4h; 4i; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6a; 6b; 6r; 7f; 7g; 7h; 7k; 7m; 8n; 9a) (Texas Educator Standards (TS): TS1Bi; TS1Cii; TS1Ei; TS3Bi; TS3Cii; TS3Ci; TS3Ci; TS5Ai) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

- SLO 3.4.2 Assessment = SPED reflection (EC 12 Texas PPR Standards: 1.2k, 1.3k, 1.25k, 1.1s, 3.6k, 3.8k, 3.15k, 3.16k) (inTASC: 1a; 1e; 1h; 2a; 2f; 2g; 2m; 2o; 4a; 4d; 4f; 4g; 4h; 4i; 5a; 5b; 5c; 5d; 5h; 5i; 5j; 5m; 5p; 5q; 5r; 6a; 6b; 6f; 6g; 6j; 6k; 6u; 7d; 7h; 7j; 7k; 7m; 7n; 7q; 8a; 8l; 8n; 8p; 9a; 9i; 10j) (Texas Educator Standards (TS): TS1Ai; TS1Bi; TS1Bii; TS1Cii; TS1Ei; TS2Bi; TS2Ci; TS2Cii; TS2Ci; TS3Bi; TS3Biii; TS3Cii) (Technology Standards: 1.1k (ISTE 5a, 5b, 5c, 6c, 7a, 7b); 4.2s (ISTE 5b); 6.16s (ISTE 3d); 6.21s (ISTE 5b))

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 (EC 12 Texas PPR Standards: 1.3k, 3.15k, 3.16k) (inTASC: 1h; 2f; 2g; 2m; 8a; 8p; 10j) (Texas Educator Standards (TS): TS2Ci; TS2Cii) (Technology Standards: 2.10s (ISTE 1b, 2a, 4c); 6.16s (ISTE 3d); 7.7k (ISTE 2c, 5a))

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).
IV. Summary of LiveText Assignments:

THERE IS NO LIVETEXT ASSIGNMENT FOR THIS COURSE

V. Evaluation and Assessments (Grading):

TOTAL points to be earned: 100 pts

A = 100-90 pts
B = 89-80 pts
C = 79-70 pts
F = less than 70 pts

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

VI. 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:


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:
Attendance: Attendance is participation. The attendance policy for this course is the official SFA policy as stated at: [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp). In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Being late for class reflects negatively on the final grade as determined by the instructor. If you are not in attendance or late for any assignment including; daily exercises, quizzes, and/or other assignments, you cannot earn points related to those assignments. Valid excuses for absences are limited to health, religious observation, family emergencies, and participation in certain SFA-sponsored events. Students are responsible for providing written documentation for every absence, from which a decision will be made regarding the excusability of the absence. Without written documentation the following day after the absence, the absence will automatically be considered unexcused. No student shall be allowed to pass the course whose unexcused absences exceed two (2). A Sign-In sheet is provided at the beginning of class. Students should sign-in legibly with the full name, as they enter the classroom unless they are tardy. Late class arrivals are disruptive. Tardiness can negatively reflect upon your final grade. If the Sign-In Sheet has been removed by the instructor, have a seat and the sign i at the end of class. Not signing the Sign-In sheet indicates an absence. Signing in for someone else and/or absences will reflect negatively on your grade, as determined by the instructor.

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:

- have time to dedicate to and participate in the course. All assignments, including daily exercises, quizzes, and cannot be completed, if you are not in attendance and/or tardy and, therefore, no points can be earned.
- all assignments and quizzes must be completed to receive a grade in this course.
- bring your textbook and supplies, i.e., flash drive, pad on which to take notes, pen, and other needed materials to class each day.
- take class notes of announcements and use the resources that your instructor has prepared in D2L to set your schedule and prioritize your efforts. You must plan to dedicate time to fully participate in the course.
- not get behind in textbook reading and assignments - it can be difficult to catch up
- submit all work by due date--late work is accepted for feedback, however, a grade of zero will be assigned. All assignments must be submitted for a grade in the course, although points cannot be earned for late work.
- not ask for special consideration in submitting late assignments and taking quizzes beyond the release date. Quizzes are released on the scheduled date and time only. Accepting one late assignment for grading purposes for any reason could invalidate the entire course assessment process and require the resubmission of assignments and quizzes by all students on a new deadline date. This poses an undue burden for classmates who met the deadline and causes significant delays in the course schedule.
- not ask for extra or bonus work to supplement your grade. There is no extra bonus work.
- maintain a copy of all submitted work on flash drive. All assignments must be computer generated and free from spelling and grammar errors.
create all correspondence and assignments, including email, in Standard English. Written work must be professional in work and appearance. This means no casual terms, "text" language, nor any other nonstandard English.

- not bring food or drink into the classroom.
- take care of restroom needs prior to the beginning of class. If you need a bathroom break, it is not a time to take out your cell phone for texting, browsing, or talking. Cell phones and all other personal electronic devices should be off and put away before entering and after leaving class, and should remain off, put away, and concealed for the entire class period.
- Do not leave personal items in the classroom. SFA is not responsible for items left in the classroom.
- Students are expected to exhibit a courteous and mature behavior. The class should remain seated, on task, and respectful to others as not to disrupt student learning, i.e., wandering around the room, talking, asking to borrow items, leaving the classroom, etc.

Use of Personal Electronic Devices in the Classroom: Students are directed to turn off and put away (out of sight) personal electronic devices before entering the classroom and should remain off and put away until the end of class and the student has exited the classroom. This class requires your engagement, and cell phones serve to distract from that engagement. Personal computers are allowed in class for taking notes and instructor supervised classroom activities. Personal computers and cell phones should not be used in the classroom for surfing the web, emailing, texting, going to social media sites, or any other personal use. At the instructor’s discretion, the penalty for non-compliance will consist of loss of points on final grade to removal of student from class. To prevent distractions that could hinder learning, all personal electronic devices, i.e., cell phones, iPads, iPods, tablets, etc. are to be placed on “silent.” Vibrate is not “silent.” Answering a cell phone, texting, listening to music, charging cell phone, or using the computer for matters unrelated to the course may be grounds for dismissal from class or other penalties. Points will be removed from final grade for non-compliance. If you are expecting an urgent call, please inform the party making the call, the instructor, and the Department of Elementary Education office. If a personal urgent phone call for a student is received, the office will contact the instructor and immediately inform the student. The office number is 936 468-2904.

Keeping Classroom in Good Order: Food and drink are not allowed in the classroom. Students are responsible for their space in the classroom. At the end of the class period, replace the chair to the appropriate place, and remove any trash left at or around the table and chair. Points will be deducted from overall grade for noncompliance.

**IX. 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.

X. Student Ethics and Other Policy Information:

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:
- 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)

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/](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.

All assignments submitted for this course must be original. In other words, the students' work in another course would not be original to this course and, therefore, will not be accepted. If a student is retaking this
course, the work must be original. The student will not receive credit for work submitted in a previous semester.

**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 a 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**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/). 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 SFA.

X1. Other Relevant Course Information

Course References:


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.

Student Ethics and Other Policy Information: Candidates are expected to be present themselves as professionals 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 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

X11. Course Assignments, Activities, Instructional Strategies, use of Technology:
Getting Started Quiz – Quiz over getting started module

To Be an Excellent Teacher Discussion - Since the main focus of this course is providing developmentally appropriate practices related to curriculum and instruction, take a moment to reflect on the following. According to Copple and Bredekamp (2010), to be an excellent teacher means...

Understanding Poverty in the Classroom Discussion - You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.

A framework for understanding Poverty Discussion - You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.

Teaching with Poverty in Mind Discussion - You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.

Multiple Intelligence Test and Reflection Discussion - Multiple Intelligences Test – Assess Your Own Thinking Sometimes as teachers we plan activities that favor the intelligence areas that are our strengths. Take the test to determine your thinking style.
A. What were the results of your test?
B. How do you think your strengths will impact your teaching? Be specific.
C. What can you do to ensure that your strengths do not dominate your teaching?
D. How could a similar assessment for your students affect your instructional planning and implementation?

Developmental Domains and Learning Paper: It is becoming common practice during the interview process for a teaching position, for an administrator to ask you to provide a written response to a provided question. As you write this paper, consider your audience. How will your knowledge of the aesthetic, affective, physical, and social developmental domains impact how you will plan for instruction in the core content areas (Literacy, Math, Science, Social Studies)?

Differentiation Preplanning Through varied, active experiences, teachers can foster learning in all children and support development in all ways of thinking. In classrooms where a center-based approach is used, providing opportunities for activities related to all eight intelligences is easy to achieve. Unfortunately, a center-based approach is not always an accepted approach in primary classrooms due to a stronger focus on direct instruction instead. I would encourage you to find ways in your classroom to continue the use of centers or stations to promote the multiple intelligences of all children. Whether you are in a teaching situation where you can implement centers or not, I would like you to consider how to plan for direct instruction utilizing the eight intelligences.

Content Area Literature Resource: 1) You will research literature to use in the content areas of Math, Science, and Social Studies. 2) For the grade level you picked you will have one fiction and one nonfiction for the content areas of Math, Science, and Social Studies. 3) In one of the content areas you picked, you must have a paired reading. See module for an explanation on paired reading.

Cross-Curricular Reading/Science Learning Center: You will create a cross-curricular reading/social studies learning center.
Literacy Lesson Plan: You will create a Literacy Workshop lesson plan. You will use the template located in the applicable dropbox. Please refer to the information in the module to assist you with creating your plans. You will choose a grade level (1-3) for your lesson plan.

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