Spring 2018

Instructor Information:

Erica S. Dillard
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Office: 201E
Phone: 936 468 2287
Office Hours: Monday & Wednesday 8:00-9:00; Tuesday 8:00-11:00
Credits: 1 hour
Course Time & Location: Tuesday 1:00-1:50 (ECRC 206)

Prerequisites:

Prerequisites: ECH 328, 328P

I. Course Description:

One semester hour. Laboratory observations and interactions with young children in child-centered classroom environments directly related to the content and purpose of ECH 331. Must be taken concurrently with ECH 331.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community in a classroom that explores the classroom environment of young children.

Upon completion of this course the teacher candidates will know how to integrate subjects, include all levels of thinking, plan, set-up, and interact in learning center activities.
Program Learning Outcomes & Student Learning Outcomes:

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

- **SLO 1.1** Candidates will interact with children and teachers before, during, and after learning centers related to motivation theory and principles related to classroom climate.
  - **Assessment:** Learning Centers Observation Quizzes PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bi, Bi); PPR 2.19s; PPR 3.1k, 2k, 4k;

- **SLO 1.2** Candidates will reflect and examine all elements and processes to planning, constructing, and setting up quality learning center activities.
  - **Assessment:** Quizzes PPR 2.8s (TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bi, Bi); PPR 2.19s; PPR 3.1k, 2k, 4k;

- **SLO 1.3** Candidates will demonstrate an introductory knowledge and understanding of Benjamin Bloom's Taxonomy as it relates to instructional alignment (district and state curriculum) TEKS, STAAR, and lesson objectives.
  - **Assessment:** TEKS and Objective Assignment (Analyzing the TEKS-Anatomy of the TEKS) PPR 1.7k (TS3Ci); PPR 1.19k,20k, 22k, 23k(TS3Cii); PPR 1.6s,7s; PPR 1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii)
  - **Assessment:** Learning Center Planning Sheets and Set Ups PPR 1.1s (TS1Bi); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.7k (TS3Ci); PPR 1.7s (TS1Ai); PPR 1.19k,20k; PPR 3.7s,8s,9s (TS1Eiii); PPR 3.10s

- **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 will unpack PK Guidelines and TEKS to determine thinking, content, and processes according to Bloom’s Taxonomy.
  - **Assessment:** Analyzing the TEKS Document PPR 1.7k (TS3Ci); PPR 1.19k,20k; PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai);
  - **Assessment:** Classroom Discussion PPR 1.7k (TS3Ci); PPR 1.19k,20k; PPR 1.6s (TS3Bi): PPR 1.7s (TS1Ai);

- **SLO 3.2** Candidates will create learning objectives appropriate for learning centers
  - **Assessment:** Classroom Discussion PPR 1.7k (TS3Ci); PPR 1.2s (TS2Bii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR 1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii);

- **SLO 3.3** Candidates will create and construct engaging learning center activities that include learning objectives, TEKS, directional guides, data sheets, picture cards, reading materials, etc. that are appropriate for the development of the age classroom assigned.
  - **Assessment:** Learning Center Planning Sheets and Set Ups PPR 1.16k, 22k; PPR 1.1s (TS1Bi); PPR 1.4s, 10s (TS1Ei); PPR 1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii); PPR 3.7s,8s,9s (TS1Eiii); PPR 3.10s: Technology 6.4k, ISTE 5b; Technology 6.23s, ISTE 2c; Technology 6.30s. ISTE 5b;

- **SLO 3.4** Candidates will interact with children during learning centers they have constructed, provide constructive feedback, and reflect upon the instructional implementation.
  - **Assessment:** Student Learning Center Reflection Assignment PPR 1.16k, 26k (TS5Ai); PPR 2.4s; PPR 3.1s,4s (TS1Dii, TS1Eii); PPR 3.5s;
  - **Assessment:** Classroom Debrief Discussions PPR 1.16k; PPR 1.26k (TS5Ai); PPR 2.4s; PPR 3.1s,4s (TS1Dii, TS1Eii); PPR 3.5s;

- **SLO 3.5** Candidates will transform existing curriculum materials to create developmentally appropriate hands-on learning activities.
  - **Assessment:** Worksheet to Learning Center Activity & Rubric PPR 1.7K (TS3Ci); PPR 1.16k, 22k, 23k (TS3Cii); PPR1.2s (TS2Bii, TS2Cii); PPR 1.6s (TS3Bi); PPR 1.16s (TS1Ciii); PPR1.20s (TS1Biii); PPR 3.7s,
8s, 9s (TS1Eiii); PPR 3.10s; Technology 1.3k, ISTE 5a, 5b, 5c, 6d; Technology 2.1s, ISTE 5c; Technology 2.5s, ISTE 4a, 4b, 4c, 4d, 5a, 5b, 6d; Technology 2.8s, ISTE 6b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;

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

- SLO 5.1: Candidates will facilitate projects related to community agencies to promote the intellectual, social, emotional, physical growth and well-being of all children from diverse populations, and interact with children and adults affiliated with area boys and girls clubs, school districts, YMCA, or day care centers to establish collaborative relationships with community.
  - SLO 5.1.1 Assessment - Learning Center Planning Sheets PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Biii); PPR 1.20s (TS1Biii); PPR 3.7k; PPR 3.1s,4s (TS1Di,TS1Eii); PPR 3.5s; PPR 3.7s,8s,9s (TS1Eiii); PPR 3.10s;

- SLO 5.2: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback) and its effect on young children.
  - SLO 5.2.1 Assessment - Learning Center Planning Sheets and Reflections PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.11s (TS3Biii); PPR 1.20s, 26s; PPR 2.5k, 9k; PPR 3.7k; PPR 3.1s,4s (TS1Dii,TS1Eii); PPR 3.5s;

- SLO 5.3: Candidates demonstrate professional reflection of own work and work of others.
  - SLO 5.3.1 Assessment - Learning Center Individual and Group Responsibilities Reflection Sheets PPR 1.26s; PPR 4.2k,3k

**Unit & Program Assessments:** ECH 331P LAC Assignment-Worksheet to LCA

ECH 331P Assignment Rubric-Worksheet to LCA

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

This is a web enhanced course with Face-to-Face class meetings. Teacher candidates will be completing individual assignments that may be intended for class presentations, D2L postings, for assessment by instructor or used for selfassessment.

**PROFESSIONALISM** Teacher candidates will be expected to show professional behaviors at all times. (PLO 5/ACEI 5; In TASC 9, 10)

**LEARNING CENTER ACTIVITIES** Each student is responsible for planning and setting-up activities in their assigned classrooms, the lecture room, and at the Boys and Girls Club, or other approved location. These activities will be based on developmental needs of children as assessed by teacher candidates in classroom observations. The first plan will be a ‘practice’ plan completed individually or in a group. The plans will be completed on a rotational basis, each student will plan, in a group or individually, and set-up a variety of learning center activities (kindergarten through 3rd grade): learning centers may be discovery, math, and music/gross motor/art integrated into a literacy center. This literacy activity will be
set-up at the Boys and Girls Club or in another approved learning environment. In each center set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items which invite children to the center. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

*This course includes a critical FEM/LIVETEXT assignment that will be used for accountability and accreditation. Incidental lab fee $20.

Worksheet to LCA Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center. This assignment may include a directional guide, data sheet, and other necessary materials. It will be turned in online in D2L and in LIVETEXT-FEM. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

Lab Observations Complete Each teacher candidate will be expected to complete observations in the SFASU Charter School or designated location by actually going to the classroom during learning centers and/or watching videos of classrooms online. The type of observation will depend on type of 331 classes you are taking and will be discussed in D2L or by instructor. (Failure to complete all lab observations will result in a failing grade.) Remember, observations are completed in addition to your class time in both lecture and practicum university classroom settings. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

TECHNOLOGY

Log on to http://www.oit.sfasu.edu/disted/studsup/index.html if you are having difficulties. You may also call 936-468-1919 for technical assistance.

Know that if you intend to use a “dial-up” connection to access the internet for this course, please note that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course or watch the many videos you will find. Not being able to view all information is NOT a valid reason to miss requirements. Finding a browser on your computer that allows YouTube videos and other links to open quickly will save you much time. The Resource Room in the ECRC at SFA has computers that can be used daily to view your videos and or take quizzes, but do plan ahead if you need to utilize this on campus resource. (See posted Resource Room Schedule for the current semester.)

Having technical trouble with computer or with D2L does NOT excuse missed or late assignments. Your ability to understand the technology is a MUST. DO NOT WAIT UNTIL THE LAST MINUTE TO WORK ON ASSIGNMENTS or learn about D2L.

Course Pages - This course web-enhances and you must plan on being able to use D2L daily. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

IV. Evaluation and Assessments (Grading):

Weekly assessments and semester evaluations may be given to evaluate teacher candidates understanding and may not be announced.

EXAM/QUIZZES It is your responsibility to check D2L for all assigned quizzes in your course – due dates and times. Unannounced quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes may be given online.

The following quizzes will be taken during the semester. See Course Timeline and D2L calendar.
• Classroom Observation Expectation Quiz (1 Point) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)
• How to Interact in LCAs QUIZ (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)
• Classroom Investigation Report QUIZ (10 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)
• Data Sheet Quiz (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8)
• Directional Guide Quiz (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8)
• Picture Card Quiz (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8)
• LCA in Box Quiz (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8)
• Power of Our Words Chap 2 and 3 Text Reading QUIZ (10 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)
• Teacher Interaction Quiz (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)
• Role Play-Teacher Language Quiz (4 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)
• LCA Scavenger Hunt QUIZ (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8)

OBSERVATION QUIZZES

• Assessment (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)
• Discovery/Science (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)
• Preview and Review (5 Points) (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10)

INDIVIDUAL OR GROUP ASSIGNMENTS

LEARNING CENTER ACTIVITIES (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

• Discovery – Math – Literacy (30 Points/45 Points/45 Points)
• Worksheet to LCA (200 Points) *To be considered for full credit, this assignment must be submitted in BOTH the dropbox and Livetext-FEM.

PROFESSIONAL RESPONSIBILITIES (PLO 5/ACEI; In TASC 9, 10)

• PROFESSIONALISM (30 Points)
• Time Card (25 Points) Tentative Total Possible Course Points 450 GRADING SCALE:

\[
\begin{align*}
A &= 90 -100\% (450-405) \\
B &= 80 - 89\% (404-360) \\
C &= 70 – 79\% (359-315) \\
D &= 69\% - 60\% (314-270)
\end{align*}
\]
## V. Tentative Course Calendar of Assignments:

All dates and assignments are tentative. Alternate date changes may be given verbally in class, through D2L communications, or by revised calendar.

### ECH 331P Field Experience

**Tentative Course Timeline: Fall 2017**

See Pages 7-9.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Getting Started</td>
<td>Familiarize Yourself with D2L</td>
</tr>
<tr>
<td>January 15 To</td>
<td>Syllabus &amp; Timeline (Livetext/APA)</td>
<td>Read Syllabus and Timeline</td>
</tr>
<tr>
<td>January 21</td>
<td>Lab Guidelines/Dress Code/Observation Reminders/Personal Profiles/Background Check (Review the Background Check form in the course, but complete the one provided by the instructor.)</td>
<td>You will not observe in the classroom <strong>THE FIRST 3 WEEKS</strong>. Observations in the classroom will begin week 4. Background check turned in with copy of driver's license (May be turned in in lecture class.) Fill out and turn in: Video Picture Release <em>(By Jan 24)</em> Personal Profiles (Submit in either Lecture or Practicum) <em>(By Jan 24)</em></td>
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<tr>
<td>MLK Holiday</td>
<td><strong>(January 15)</strong></td>
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<tr>
<td>Classes Begin</td>
<td><strong>January 16</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Observations &amp; Interactions</td>
<td>Personal Profiles (Submit in either Lecture or Practicum)</td>
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<tr>
<td>January 22 To</td>
<td>Dress Code/Observation Reminders</td>
<td>Classroom Observation Expectation Quiz <em>(Jan 28)</em> How to Interact in LCAs QUIZ <em>(Jan 28)</em></td>
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<td>January 28</td>
<td>Complete: Personal Profiles/Background Check</td>
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<td>Sign up for Observations: Select Classroom &amp; Time</td>
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<tr>
<td>Week 3</td>
<td>Observations &amp; Interactions</td>
<td>OBSERVATION QUIZ – Assessment (Feb 4)</td>
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<tr>
<td>January 29 To February 4</td>
<td>General Information: Learning Center Activities</td>
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<td>Observation Time</td>
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<td></td>
<td>Cards/Documenting Observations</td>
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<td></td>
<td>Badge Inserts</td>
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<td></td>
<td>Tour Charter School to locate classrooms and time clock.</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Directional Guides, Data Sheets, and Picture Cards</th>
<th>BEGIN OBSERVATIONS IN ASSIGNED CLASSROOMS OB# 1 in Classroom</th>
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</thead>
<tbody>
<tr>
<td>February 5 To February 11</td>
<td>DIRECTIONAL GUIDES/DATA SHEETS/PICTURE CARDS-Workshop and Class Discussion</td>
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<tr>
<td></td>
<td>Carefully read module before taking quizzes.</td>
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<tr>
<td></td>
<td>Directional Guides QUIZ (Feb 11)</td>
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<td>Data Sheet QUIZ (Feb 11)</td>
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<td>Picture Card QUIZ (Feb 11)</td>
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<td></td>
<td>Observation REPORT QUIZ (YOU CAN NOT COMPLETE THIS QUIZ UNTIL AFTER YOUR FIRST OBSERVATION_DO NOT OPEN IT UNTIL YOU CAN COMPLETE IT (Feb 11)</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Blooms, TEKS, Lesson Plans</th>
<th>OB# 2 in Classroom</th>
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<tbody>
<tr>
<td>February 12 To February 18</td>
<td>Discovery Plan</td>
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<tr>
<td></td>
<td>BLOOMS/TEKS/LESSON PLANS Class Discussion</td>
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<td>Reading module will help give background knowledge for classroom discussions</td>
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<td>Review Discovery Lesson Plan Template (In Class)</td>
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<td>OBSERVATION QUIZ - Discovery/Science (Feb 18)</td>
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<tr>
<th>Week 6</th>
<th>Discovery Plan</th>
<th>OB# 3 in Classroom</th>
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<tbody>
<tr>
<td>February 19 To February 25</td>
<td>DISCOVERY PLAN (Work with Group During Practicum)</td>
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<tr>
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<td>OBSERVATION QUIZ - Preview and Review (Feb 25)</td>
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<td></td>
<td>Discovery Center Planning</td>
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<tr>
<td>Week</td>
<td>Discovery Plan</td>
<td>OB#</td>
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| Week 7  | DISCOVERY PLAN (Work with Group During Practicum)  | OB# 4 in Classroom | Bring completed discovery materials to show group members and check for mastery. (if applicable)  
|         |                                                    |            | Discovery Center Planning                                                   |
| Week 8  | DISCOVERY Presentations                            | OB# 5 in Classroom | Discovery Plan Learning Center Plan Presentations (Demonstration)  
|         |                                                    |            | LCA in Box Quiz (March 9)                                                   |
|         |                                                    |            | March 10-March 18: Spring Break                                              |
| Week 9  | Setting Up Center In A Box                         | OB# 6 in Classroom/Observation Video | Math Center Planning  
|         | Math LCA Set Up                                    |            | ***Last Day to Withdraw-See University Calendar***  
|         | MATH PLANNING (Work with Group During Practicum)   |            |                                                                |
|         |                                                    |            |                                                                |
| Week 10 | Math LCA Set Up                                    | OB# 7 in Classroom/Observation Video | Sign up for Literacy Set-Up time (Tentative)  
|         |                                                    |            | Easter Holiday-March 29-April 1                                             |
| Week 11 | MATH PLANNING (Work with Group During Practicum)   |            | Mathematics Learning Center Activity Set Up (Presentation/Demonstrations Upon Completion)  
|         |                                                    |            | Begin Literacy Plan Bring HARD copy literacy idea/s                       |
|         |                                                    |            |                                                                |

**Week 10:** March 26 to April 1

**Week 11:** April 2 to April 8

***Last Day to Withdraw-See University Calendar***
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Literacy Plan &amp; Set Up</th>
<th>OB# 8 in Classroom/Observation Video</th>
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<tbody>
<tr>
<td>April 9 To April 15</td>
<td>LITERACY Planning (Work with Group During Practicum)</td>
<td>Mathematics Learning Center Activity Set Up (Presentation/Demonstrations Upon Completion)</td>
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<td></td>
<td></td>
<td>Literacy Center Planning</td>
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<tr>
<th>Week 13</th>
<th>Worksheet to LCA</th>
<th>*Last week to make up missed observations.</th>
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<tbody>
<tr>
<td>April 16 To April 22</td>
<td>WORKSHEET to LCA (Select Worksheet as Directed)</td>
<td>Literacy Center Planning (Submit Upon Completion)</td>
</tr>
<tr>
<td></td>
<td>LITERACY Planning Set-Ups</td>
<td>Worksheet to LCA (Select Worksheet as Directed. Individual Assignment)</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Worksheet to LCA &amp; Final Thoughts</th>
<th>All observation time cards with verification sheet are due in LAB this week!</th>
</tr>
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<tbody>
<tr>
<td>April 23 To April 29</td>
<td>Work on Individual Worksheet to LCA</td>
<td>Read module before taking quizzes</td>
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<tr>
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<td>TEACHER INTERACTION/Final Thoughts</td>
<td>Power of Words Chapter#2 and #3 QUIZ (April 29)</td>
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<td>MODULE QUIZ - Interaction (April 29)</td>
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<td>Role Play Teacher Language Quiz (April 29)</td>
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<tr>
<th>Week 15</th>
<th>No New Content</th>
<th>Worksheet to LCA (May 1)</th>
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<tbody>
<tr>
<td>April 30 To May 6</td>
<td>WORKSHEET to LCA</td>
<td><strong>WORKSHEET TO LCA DUE IN DROPBOX &amp; LIVETEXT FEM by May 1</strong></td>
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<tr>
<th>Week 16</th>
<th>No New Content</th>
<th>LCA Scavenger Hunt QUIZ (May 6)</th>
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<tbody>
<tr>
<td>May 7 To May 11</td>
<td>FINAL EXAM WEEK-Submit Lecture Final As Directed</td>
<td>(Use Released LCA Files to take Quiz in D2L)</td>
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</tbody>
</table>
VI. Required Text and Other Required Materials:

1) Transitions Book from 328 or Purchased.


3) FEM/LIVETEXT REGISTRATION

FEM Statement:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

All other required reading is located in the content modules of the course (Required).
*Other materials needed to complete this course:

- Daily access to a computer/printer for assignments and quizzes in D2L
- Card stock for directional guides, picture cards, song cards (practicum)

**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:**

**Class Attendance and Excused Absences: Policy 6.7**

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all major assignments are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in 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. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. 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 (SFA Policy 6.7).

**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/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**Academic Dishonesty: Policy 4.1**

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; the completed information form is due as directed in the course. 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/). 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 936-46-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information

1.) Professionalism in ECH 331P You will demonstrate professionalism by:

• attending all class and face-to-face meetings in accordance with the policies of the university; checking in on
D2L daily (missing class will cause professionalism grade to drop)  
http://www.sfasu.edu/policies/class Attendance_excused_abs.asp

• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;  
http://www.sfasu.edu/policies/academic_integrity.asp

• reading course outline/syllabus and following directions for assignments;

• reading each assigned reading by the stated due date;

• completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor/professor;

• completing ALL ASSIGNMENTS/QUIZZES on or before the due date (LATE WORK does not receive points);

• participating appropriately in all class, DISCUSSION BOARD assignments, and face-to-face meetings;

• dressing professionally at all times when in the ECRC (face-to-face meetings—see ECHL Dress Code);  
being professional in demeanor, attitude; with teachers and peers (in person or with written communications)

• communicating effectively with professor, teachers, and fellow classmates in all communication formats maintaining confidentiality at all times.

2.) Teacher Candidate Interviews/Practicum Policies

• Teacher Candidate Interview- Each Teacher Candidate will participate in a brief interview by faculty of the Elementary Education Department to assess oral communication skills and dispositions for teaching. Information for interview scheduling will be posted in the course and detailed during f2f class time.

• Name Badges Face-to-Face - Each teacher candidate is to wear his/her name badge at all times when in the ECH building. The name badge will be issued upon completion and verification of background check documentation. Name badges are your responsibility. Replacement badges cost $5.00 in the Resource Room and require an application for replacement form which must be approved. Badges should be worn in charter and lab classrooms at all times.

• Missing Face-to-Face Observation - YOU WILL NOT NEED TO NOTIFY YOUR INDIVIDUAL CLASSROOM TEACHERS WHEN YOU ARE ABSENT FROM YOU OBSERVATIONS IN THE CLASSROOM. You will need to notify me by email if you are missing an observation time. The missed observation time will need to be made up during center times on another week.

3.) Additional Information Specific to Course

• An ‘A’ cannot be earned if a MAJOR assignment is missed in the 331 field experience.

• Course Pages – This course is web-enhanced with supplementary course pages in D2L to help improve learning and technology skills. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

• Late Work— Late work receives no credit unless there is approval from instructor. (Talk with teacher BEFORE it is late...not after.)

• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. I may accept late work for up to ½ credit earned, if you talk with me. No make-up work will be accepted Dead Week or Finals Week.

• Attendance – Attendance will be taken each class meeting day. Missed classes will adversely affect your final grade by causing professionalism grade to drop. (Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.) Regular class attendance and participation is required of all teacher candidates.