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: 2 hours  
Course Time & Location: Monday & Wednesday 11:00-11:50 ECRC 206

Prerequisites:  
Prerequisites: ECH 328; 328P; taken concurrently with ECH 331P

I. Course Description:  
A study of child-centered environments for infants through 3rd grade. Includes an in-depth look at learning centers, positive classroom climate, teacher planning and interaction, assessment, and facilitation of a constructivist classroom environment. Investigation of theories supporting development of an interactive environment fostering the whole child is included.

II. Intended Learning Outcomes/Goals/Objectives:  
This course supports the Vision, Mission, Goals, and Core Values and can be found at the following site:  
http://www.sfasu.edu/education/about/mission.asp . The mission of this course 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 of in a classroom that explores the classroom environment of young children and interaction with students. Upon completion of this course the teacher candidates will have an understanding of the whole day in a classroom focusing on the portions of the day that involves students being active and engaged learners in their environment.

Upon completion of ECH 331 and ECH 331L the teacher candidates will be prepared to enter the classroom and the field experience classes to plan and interact in small group settings bases on assessed needs.
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; InTASC1).

• SLO 1.1 Candidates will explain the importance of student motivation to learning and how to engage all learners.
  o SLO 1.1.1 Assessment-Quizzes PPR 1.1k; PPR 2.18s (TS4Bi; TS4Bii); PPR 2.19s;  o SLO 1.1.2 Assessment-Classroom Discussions PPR 3.10s; PPR 2.18s (TS4Bi; TS4Bii);  o SLO 1.1.3 Assessment-Whole Child Paper PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi; TS4Bii); Technology 7.12s, ISTE 5b;

• SLO 1.2 Candidates will examine ways to apply of theories to the learner centered environment focusing on teaching PreK Guidelines and TEKS.
  o SLO 1.2.1 Assessment-Quizzes PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); PPR 2.18s (TS4Bi; TS4Bi), PPR 2.19s;
  o SLO 1.2.2 Assessment-Classroom Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 2.18s (TS4Bi; TS4Bi), PPR 2.19s;

• SLO 1.3 Candidates will collect math tools and interact with children while assessing their math thinking.  o SLO 1.3.1 Assessment-Conservation Materials/Interaction Assignment PPR 1.16k, 26k (TS5Ai); PPR 4.16k; MTH 5.20s;

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 3.2 Candidates will examine the purposes and importance of a learner-centered environment focusing on learning center activities and learn how accessing resources is critical to instructional design.
    o SLO 3.2.1 Assessment-Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); 20s (TS1Biii);  PPR 3.7s, 8s, 9s,10s (TS1Eiii);  o SLO 3.2.2 Assessment-Classroom Discussions PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 1.26k (TS5Ai); PPR 1.12s, 13s, 14s (TS2Bi); PPR 1.15s, 16s (TS1Ciii), PPR 1.20s (TS1Biii); PPR 3.7s, 8s, 9s, (TS1Eiii), PPR 3.10s;

• SLO 3.3 Candidates will use the knowledge of the young child’s mathematical thinking.
  o SLO 3.3.1 Assessment-Quizzes MTH 7.4k, 7.10k, 7.11k; 7.15k, 7.16k; 7.4s;
  o SLO 3.3.2 Assessment-Math PTT/Analysis Assignment MTH 7.4k, 7.10k, 7.11k, 7.15k,7.16k; 7.4s;
    PPR 3.9s (TS1Eiii); Technology 2.7s, ISTE 5c; Technology 3.4s, ISTE 3b; Technology 4.12s, ISTE 7b, 7c; Technology 6.4k, ISTE 5b; Technology 6.28s, ISTE 4c;

• SLO 3.4 Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and literacy
development as well as all subject areas.  

• **SLO 3.4.1** Assessment - Quizzes PPR 2.2k (TS4Aiii); PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s;  
• **SLO 3.4.2** Assessment - Classroom Demonstrations PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s;  

  • **SLO 3.5** Candidates will learn about creating purposeful literacy throughout the entire daily routine with whole groups and learning center activities.  
    o **SLO 3.5.1** Assessment - Demonstrations ELAR 4.2s; PPR 2.8s (TS4Dii); PPR 1.26k (TS5Ai);  
  
  • **SLO 3.6** Candidates will realize the important role learning center activities play in creating inquiry-based, differentiated activities that meet the needs of all learners.  
    o **SLO 3.6.1** Assessment - Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); 20s (TS1Biii); PPR 3.7k;  
    o **SLO 3.6.2** Assessment - Classroom Discussions PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi, TS4Bii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ciii); 20s (TS1Biii); PPR 3.7k;  

  • **SLO 3.7** Candidates will practice transition activities, energizers, and celebration cheers to help with classroom environment and management throughout the entire day.  
    o **SLO 3.7.1** - Classroom Demonstrations PPR 2.9k, 18k; PPR2.8s (TS4Dii), PPR 2.9s, 10s, 14s (TS4Cii);  
  
  • **SLO 3.8** Candidates will explore Morning Meeting activities to enhance and create a strong classroom community while teaching important concepts related to PreK Guidelines and TEKS.  
    o **SLO 3.8.1** Assessment - Classroom Discussions PPR 2.9s, 10s, 14s (TS4Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR2.2k (TS4Aiii); PPR 2.5k; PPR 2.4s, 8s (TS4Dii); PPR 2.9s, 10s; PPR 3.1k, 2k, 4k; PPR 3.1s;  

**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; In TASC 6).  

• **SLO 4.1** Candidates will examine the types of assessments that can be found in a constructivist environment while meeting the needs of all learners.  
  o **SLO 4.1.1** Assessment – Quizzes PPR 1.26k (TS5Ai); PPR 3.4s (TS1Dii; TS1Eii); PPR 3.5s;  
  o **SLO 4.1.2** Assessment - Classroom Discussion PPR 1.26k (TS5Ai); PPR 3.4s (TS1Dii; TS1Eii); PPR 3.5s; PPR 4.16k;  
  o **SLO 4.1.3** Assessment - Learning Center Reflection/Scenario Assignment PPR 2.8s (TS4Dii); PPR 1.26k (TS5Ai); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 2.8s (TS4Dii); PPR 2.10s; PPR 3.1s, 10s; PPR 4.3k;  

• **SLO 4.2** Candidates will examine the importance of continuous monitoring and self-assessment to adjust instruction through learning centers.  
  o **SLO 4.2.1** Assessment - Classroom Discussion PPR 1.26k (TS5Ai); PPR 3.4s (TS1Dii; TS1Eii); PPR 3.5s;  

**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 demonstrate professionalism as an educator.
  - **SLO 5.1.1 Assessment**-Quiz PPR 3.1k; PPR 3.1s;
  - **SLO 5.1.2 Assessment**-Discussion PPR 4.12s (TS6Aiii); PPR 4.3k, 9k;
  - **SLO 5.2** Candidates will reflect upon professional ethics.
    - **SLO 5.2.1 Assessment**-Professional Meeting Attendance Documentation PPR 4.12s (TS6Aiii); PPR 4.9k;

- **SLO 5.3** Candidates will compose justifications letter to parents including ECH 328 theorist, as support of their beliefs in use of learning centered as a teaching tool in a child-centered environment.
  - **SLO 5.3.1 Assessment**-Justification Letter PPR 1.26k (TS5Ai); PPR 3.4s (TS6Dii, TS1Eii); PPR 2.5k; PPR 3.1s; PPR 4.2k.

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

**PERSONAL PROFILE** Each teacher candidate in face-to-face classes should complete 2 copies and bring to class on assigned due date for permanent files. Online classes will have a discussion to complete. Follow the directions you find in D2L. (PLO 5/ACEI 5; In TASC 9, 10)

**BACKGROUND CHECK** Your instructor will provide the most updated version of the form during the first class meeting. Each teacher candidate will complete the background check provided in class. Each student must submit a copy of his/her driver’s license along with the background check. (PLO 5/ACEI 5; In TASC 9, 10)

**PERMISSION TO VIDEO** Face-to-Face classes will complete a form that will allow pictures or videos to be used while working with children at the lab or charter schools. (PLO 5/ACEI 5; In TASC 9, 10)

**Classroom Assignments to Enhance Understanding:**

Assignments will be given to enhance the teacher candidate’s understanding of young children and how they learn best as supported by research. Assignments may be altered, or additional assignments may be added, as the need arises to enhance learning in this course.

**PROFESSIONALISM** Teacher candidates will justify how they will earn their professionalism points throughout the semester by identifying characteristics and attitudes expected of them. (*Final professionalism grading will be completed by professor at the end of the semester; This outcome could be a negative point value as a result of major professionalism issues.*) (PLO 5/ACEI 5; In TASC 9, 10)

**PROFESSIONAL DEVELOPMENT REFLECTION** Teacher candidates will attend a professional development type meeting or research online an area of interest that will further the teacher candidate’s knowledge of education and submit a report in D2L. (PLO 5/ACEI 5; In TASC 9, 10)
EDUCATING the WHOLE CHILD PAPER Teacher candidates will conduct meaningful and in depth discussions of their own understanding of what it means to educate the whole child while thinking about information from ECH 328 and ECH 331. The candidates will compose a paper to detail individual understanding. (PLO 1/ACEI 1; In TASC1)

MATH CONSERVATION interaction assignment Teacher candidates will construct math manipulatives to help conduct an interaction assessment activity with a young child. (PLO 1/ACEI 1; In TASC1)

MATH PPT and ANALYSIS Teacher candidates will read portions of the math text, work in a group, and construct a PPT to explain information to the other class member. An analysis will then be made of all group’s presentations to show the information covered and learned through the PPT investigation. (PLO 1/ACEI 1; In TASC1)

LEARNING CENTER JUSTIFICATION PARENT LETTER Teacher candidates will compose an OVERVIEW of Learning Center Activities in the form of a parent letter, “Learning Center Justification” format and explanation provided. Plagiarism detections will be in place. (PLO 5/ACEI 5; In TASC 9, 10)

*Note: There is no LiveText assignment in this course. The LiveText-FEM assignment is included in ECH 331P.

ECH 331 is a course that meets face-to-face and utilizes D2L information to deliver content and assess for understanding. Completer and summer courses are taught totally online with D2L.

All teacher candidates will be using the communication tool, taking quizzes, gaining instruction, reading for information, and completing assignments in D2L on a daily basis. Refer to the tentative timeline and learning modules for assignments, due dates, and grading criteria. You are expected to submit all assignments on or before the due date shown on the tentative timeline and/or calendar.

TECNICAL SUPPORT

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):

Assignments may be assessed using rubrics, scoring guides, and/or grading forms. The grading forms, rubrics, and checklists are located in D2L and should be reviewed before completing the assignment. Reviewing the rubric, grading form/scoring guide or requirements will allow you to know what grade you want to work toward in that specific assignment. The professor will rate assignments based on the learner's ability to intelligently convey his or her understanding of content, using proficient writing skills. Some assignments will also be observed and assessed by peers in the classroom and used as a learning tool to help deepen understanding by all students. Assignments, submitted online, may be used by instructor for examples to help others learn. **0 credit will be received for late or missed assignments. Late or missed work will result in reduced professionalism points.**

The following grading scale will be used in determining the candidate's final grade (percentage of total points earned out of total points possible): To keep up with you own average use the following: **Total points earned divided by total points possible. (Tentative Total Number of Points=590)**

- **A** = 90 -100% (590-531)
- **B** = 80 - 89% (530-472)
- **C** = 70 – 79% (471-413)
- **D** = 69% - 60% (412-354)
- **F** = 59% or below (Below 353)

**DAILY READINGS /D2L Quizzes**

The following quizzes/assignments will be used to help ensure material in the modules is being read and videos are watched. Other quizzes may be added during the semester as needed. Even though many quizzes are worth only a few points, professionalism points will also be lost when quizzes are not taken. Check D2L carefully to make sure no quizzes are missed.

- **SYLLABUS QUIZ** (5 Points) (**PLO 5/ACEI 5; In TASC 9 & 10**)
- **ECH 328 and 328L** (1.5Points) (**PLO 5/ACEI 5; In TASC 9 & 10**)
- **TED Agreement** (1.5 Points) (**PLO 5/ACEI 5; In TASC 9 & 10**)
- **Use of Materials Agreement** (2 Points) (**PLO 5/ACEI 5; In TASC 9 & 10**)
- **Profile** (5 Points) (**PLO 5/ACEI 5; In TASC 9 & 10**)
- **MODULE QUIZ/LCA Background Info** (10 Points) (**PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8**)
- **Educating the Whole Child Paper** (50 Points) (**PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8**)
- **LCA Picture Walk #1** (20 Points) (**PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8**)

6
LCA Picture Walk #2 (10 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
MODULE QUIZ/Assessment (10 Points) (PLO 4/ACEI 4; In TASC 6)
MODULE QUIZ/Discovery Science (10 Points) (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8)
TEXT The Young Child and Math QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)
Math Group PPT (25 Points) (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8)
Analysis Math PPT (15 Points) (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8)
Math Conservation Interaction (25 Points) (PLO 1/ACEI 1; In TASC)
MODULE QUIZ/Literacy Older (5 Points) (PLO 3/ACEI 3; In 2,3,5,7,8)
MODULE QUIZ/Blocks (15 Points) (PLO 1/ACEI 1; In TASC 1)
Block Video QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)
Professional Development (10 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
LCA Justification Letter (200 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
MATH WRAP IT UP QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)
MATH Vocabulary QUIZ (10 Points) (PLO 1/ACEI 1; In TASC 1)
Course Professionalism (30 Points) (PLO 5/ACEI 5; In TASC 9 & 10)
331 LECTURE REFLECTION/Scenario FINAL (100 Points) (Cumulative)
### 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 331 LECTURE FACE-TO-FACE**  
*Tentative Course Timeline-Spring 2018*

See Pages 8-12.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module/Class Discussion</th>
<th>Actions Due &amp; Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January 15 To January 21</strong></td>
<td>Getting Started</td>
<td>Complete Syllabus QUIZ (<em>Jan 24</em>)</td>
</tr>
<tr>
<td>MLK Holiday (January 15)</td>
<td>GETTING TO KNOW D2L AND ECH 331 (Class Discussion)</td>
<td>Complete ECH 328 and 328L QUIZ (<em>Jan 24</em>)</td>
</tr>
<tr>
<td>Classes Begin January 16</td>
<td>Syllabus &amp; Timeline (Resource)</td>
<td>TED Agreement QUIZ (<em>Jan 24</em>)</td>
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<td>LiveText (Resource)</td>
<td>Use of Materials Agreement (<em>Jan 24</em>)</td>
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<td>APA Module (Resource)</td>
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<td><em>BACKGROUND CHECK (Submit as Directed During Class)</em></td>
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<td><em>2 PERSONAL PROFILES (Submit as Directed During Class)</em></td>
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<td></td>
<td><em>Video Release Paper (Submit as Directed During Class)</em></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Whole Child (DAP-Program Goals-Diversity-Theory)</td>
<td><em>Active Discussion &amp; Participation in Class Discussions</em></td>
</tr>
<tr>
<td><strong>January 22 To January 28</strong></td>
<td>WHOLE CHILD-DAP / PROGRAM GOALS / DIVERSITY / THEORY (Class Discussion)</td>
<td><em>Begin Drafting Whole Child Paper</em></td>
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<tr>
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<td>EDUCATING THE WHOLE CHILD PAPER (Class Discussion)</td>
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<tr>
<td>Week</td>
<td>To</td>
<td>LCA Background</td>
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<tr>
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<td>3</td>
<td>Feb 4</td>
<td>Educatiing the WHOLE Child Paper - Continued</td>
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<td>LCA Background Information (Class Discussion)</td>
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</tbody>
</table>

LCA Background Quiz (Jan 28)
*Active Discussion & Participation in Class Discussions
Educating the WHOLE Child Paper in D2L DROPBOX (Feb 4)

<table>
<thead>
<tr>
<th>Week</th>
<th>To</th>
<th>Picture Walks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feb 11</td>
<td>PICTURE WALKS through CLASSROOMS (Course Module Work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole Child Paper Conferences (Based on Need)</td>
</tr>
</tbody>
</table>

Picture Walk 1 QUIZ (Feb 6)
Picture Walk 2 QUIZ (Feb 8)
Whole Child Paper (Evaluations in Progress by Ms. Dillard)

<table>
<thead>
<tr>
<th>Week</th>
<th>To</th>
<th>Assessment &amp; Discovery Science Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Feb 18</td>
<td>ASSESSMENT (Class Discussion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DISCOVERY/SCIENCE CENTER (Class Discussion)</td>
</tr>
</tbody>
</table>

*Active Discussion & Participation in Class Discussions
MODULE Assessment QUIZ (Feb 11)
MODULE QUIZ for Discovery and Science (Feb 13)

<table>
<thead>
<tr>
<th>Week</th>
<th>To</th>
<th>Math Basics and Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Feb 25</td>
<td>MATH BASICS and BACKGROUND (Class Discussion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Work on PPT</td>
</tr>
</tbody>
</table>

The Young Child and Mathematics QUIZ (p 1-47) (Feb 18) (Bring The Young Child and Mathematics)

MATH Group PPT (Feb 23)
*Active Discussion & Participation in Class Discussions
PPT Analysis (Feb 25)
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Math in the Beginning</th>
<th>Work with child to complete assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 26 To March 4</td>
<td>MATH in the BEGINNING (Pre Numbers) (Class Discussion)</td>
<td>Math Conservation Interaction Assignment (Mach 19)</td>
</tr>
<tr>
<td></td>
<td>CONSERVATION INTERACTIONS (Work Time with Children)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Math (continued)</th>
<th>Exploration</th>
</tr>
</thead>
</table>
| March 5 To March 9 | MATH LEARNING CENTER ACTIVITIES-Younger (Class Discussion) | *Active Discussion & Participation in Class Discussions
March 10- March 18: Spring Break |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Literacy Younger &amp; Older</th>
<th>Module QUIZ Literacy Older (March 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 19 To March 25</td>
<td>LITERACY – YOUNGER &amp; OLDER (Class Discussion)</td>
<td>*Active Discussion &amp; Participation in Class Discussions</td>
</tr>
<tr>
<td></td>
<td><em><strong>Last Day to Withdraw-See University Calendar</strong></em></td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Academic Conferences As Needed</th>
<th>No New Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26 To April 1</td>
<td></td>
<td>Easter Holiday-March 29-April 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Learning Centers-Art/Muscle, music; Table Games; Dramatic Play; Blocks</th>
<th>Explorations</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2 To April 8</td>
<td>ART/MUSCLE/MUSIC CENTERS &amp;TABLE GAMES/DRAMATIC PLAY (Class Discussion)</td>
<td>*Active Discussion &amp; Participation in Class Discussions</td>
</tr>
<tr>
<td></td>
<td>BLOCKS (read module)</td>
<td>Block Video QUIZ (April 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block Module QUIZ (April 4)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Teacher Roles &amp; Professionalism (EC6)/TEACHER ROLES (Field Experience Guests)</td>
<td>Professional Development Reflection in D2L (April 15) *Active Discussion &amp; Participation in Class Discussions</td>
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<tr>
<td>April 9</td>
<td>Testing Information / Special Guest (EC6)</td>
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</tr>
<tr>
<td>To</td>
<td>Teacher Roles-LCA Justifications Parent Letter (Class Discussion)</td>
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<tr>
<td>April 15</td>
<td></td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Teacher Roles &amp; Professionalism (EC6)/TEACHER ROLES (Field Experience Guests)</th>
<th>LCA Justifications Parent Letter (April 22) *Active Discussion &amp; Participation in Class Discussions</th>
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<tbody>
<tr>
<td>April 16</td>
<td>Testing Information / Special Guest (EC6)</td>
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<tr>
<td>To</td>
<td>Teacher Roles-LCA Justifications Parent Letter (Complete &amp; Submit)</td>
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<td>April 22</td>
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<tr>
<th>Week 14</th>
<th>Wrap It Up</th>
<th>Read Math Wrap It Up Module *Active Discussion &amp; Participation in Class Discussions</th>
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<tbody>
<tr>
<td>April 23</td>
<td>MATH - WRAP IT UP (Class Discussion)</td>
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<td>To</td>
<td>Math Vocabulary QUIZ (April 24)</td>
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<tr>
<td>April 29</td>
<td>MATH Scenario WRAP IT UP QUIZ (April 27)</td>
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<tr>
<th>Week 15</th>
<th>REVIEW and WORK (Final Scenarios)</th>
<th>WORK (Final Scenarios) Reflection</th>
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</thead>
<tbody>
<tr>
<td>April 30</td>
<td></td>
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<td>To</td>
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<tr>
<td>May 6</td>
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<tr>
<td>Week 16</td>
<td>Final Scenario Essays in D2L DROPBOX (<em>Due based on University Final Schedule-Spring 2018</em>)</td>
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<tr>
<td>May 7 to May 11</td>
<td>FINAL EXAM WEEK</td>
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VI. Required Text and Other Required Materials:

See the calendar above for lecture topics, readings, assignment dates. To order books, visit the following site: http://www.sfasu.bkstr.com/

Textbooks: You will only be buying 1 new book for this class.


2nd edition (with DVD)


3) 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)
- materials needed to construct math conservation assessment □ materials needed to construct all other assignments

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.

**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). Class attendance will be included as part of the professionalism grade in this course.

**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 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 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](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.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. 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 331 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

- 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.

3.) Additional Information Specific to Course
In order to receive an "A" in the course, ALL MAJOR assignments must be completed by the due date. Quizzes missed are points missed, but they will not keep you from making an "A". Late work receives no points. Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university student will be returned marked "Unacceptable" and a zero assigned (at the discretion of the instructor).

Late Work — Late work receives no credit unless there is approval from the 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 after Dead Week or during Finals Week unless prior approval has been given. It is important to submit make-up work in a timely manner.

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.)

Expectations — Teacher candidates are expected to keep up with the assigned readings listed in the course calendar. Teacher candidates will be responsible for taking quizzes (over readings in the text books and modules) in D2L as dated in the course calendar and in D2L. Readings in the assigned texts will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions. These quizzes are due and are expected to be completed before discussed in class or may be given in class to help recall material to be discussed in class. Missed quizzes, online or in class, may not be made up and will adversely affect your professionalism grade and course grade. Quizzes may be added during semester, as needed, to help in the recalling of important information in readings.