Spring 2018

Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Erica Dillard</th>
<th>Course Credits: 2 hours; WEB BASED ONLY COURSE</th>
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</thead>
<tbody>
<tr>
<td>Office &amp; Phone: ECRC 201E (936-615-2067)</td>
<td>MAIN EMAIL: D2L email through course is preferred email; I check emails regularly and am in D2L many more hours than detailed in posted office hours</td>
</tr>
<tr>
<td>Office Hours: Monday &amp; Wednesday 8:00-9:00 &amp; Tuesday 8:00-11:00</td>
<td>Alternate Email 1: <a href="mailto:dillarderica@sfasu.edu">dillarderica@sfasu.edu</a>, also checked several times daily [but ONLY use this email if D2L is down]</td>
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Prerequisites: ECH 328 & 328P; Taken concurrently with ECH 331P

Course Description:

A study of child-centered environments for infants through third grade. Includes an in-depth look at learning centers, positive classroom climate, teacher planning and interaction, assessment, and facilitation of a constructivist classroom environment. Includes investigation of theories supporting development of an interactive environment fostering the whole child.

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](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 331P, 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.
  - **SLO 1.1.1 Assessment**-Quizzes PPR 1.1k; PPR 2.18s(TS4Bi; TS4Bii); PPR 2.19s;
  - **SLO 1.1.2 Assessment**-Campus Visit Classroom Discussions; Online Discussions PPR 3.10s; PPR 2.18s (TS4Bi; TS4Bii);
  - **SLO 1.1.3 Assessment**-Whole Child Paper PPR 1.14s (TS2Bii); PPR 2.2k(TS4Ai);PPR 2.18s (TS4Bi; TS4Bii); Technology 7.12s, ISTE 5b;

- **SLO 1.2** Candidates will examine ways to apply theories to the learner centered environment focusing on teaching PreK Guidelines and TEKS.
  - **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 (TS1Cii); PPR 2.18s (TS4Bi; TS4Bii), PPR 2.19s;
  - **SLO 1.2.2 Assessment**-Campus Visit Discussions; Online Discussions PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 2.18s (TS4Bi; TS4Bii), PPR 2.19s;

- **SLO 1.3** Candidates will collect math tools and interact with children while assessing their math thinking.
  - **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; In TASC 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.
  - **SLO 3.2.1 Assessment**-Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); 20s (TS1Biii); PPR 3.7s, 8s, 9s, 10s (TS1Eiii);
  - **SLO 3.2.2 Assessment**-Campus Visit Discussions; Online Discussions PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 1.26k (TS5Ai); PPR 1.12s, 13s, 14s (TS2Bi); PPR 1.15s, 16s (TS1Cii), 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.
  - **SLO 3.3.1 Assessment**-Quizzes 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 (TS4Ai); PPR 2.9k; PPR 2.8s (TS4Dii); PPR 2.9s, 10s;
  - **SLO 3.4.2 Assessment**-Online Discussion 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.
  - **SLO 3.5.1 Assessment**-Quizzes 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.
  - **SLO 3.6.1 Assessment**-Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); 20s (TS1Biii); PPR 3.7k;
  - **SLO 3.6.2 Assessment**- Campus Visit Discussions; Online Discussions PPR 2.2k (TS4Ai); PPR 2.18s (TS4Bi, TS4Bii); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Cii); 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 Assessment - Campus Visit Demonstrations, Quizzes PPR2.9k, 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 - Campus Visit Demonstrations 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; PPR3.1k, 2k, 4k; PPR3.1s;

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); PPR3.4s (TS1Dii; TS1Eii); PPR3.5s;
  o SLO 4.1.2 Assessment - Campus Visit Discussion PPR 1.26k (TS5Ai); PPR3.4s (TS1Dii; TS1Eii); PPR 3.5s; PPR4.16k;
  o SLO 4.1.3 Assessment - Learning Center Reflection/Scenario Assignment PPR 2.8s (TS4Dii); PPR 1.26k (TS5Aj); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR2.2s (TS4Aii); PPR 2.5k; PPR 2.4s, 8s (TS4Dii); PPR 2.10s; PPR3.1s, 10s; PPR4.3k;
- 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 - Campus Visit Discussion, Self Reflection Assignment PPR 1.26k (TS5Ai); PPR3.4s (TS1Dii; TS1Eii); PPR3.5s;

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.
  o SLO 5.1.1 Assessment - Professionalism Justification Assignment PPR3.1k; PPR 3.1s;
  o SLO 5.1.2 Assessment - Campus Visit Discussion PPR 4.12s (TS6Aiii); PPR4.3k, 9k;
- SLO 5.2 Candidates will reflect upon professional ethics.
  o SLO 5.2.1 Assessment - Professional Meeting Attendance Documentation PPR 4.12s (TS6Aiii); PPR4.9k;
- 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.
  o SLO 5.3.1 Assessment - Justification Letter PPR 1.26k (TS5Ai); PPR 3.4s (TS6Dii, TS1Eii); PPR 2.5k; PPR3.1s; PPR4.2k.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

This ECH 331 Completer course is a web-based only course that utilizes D2L information to deliver content and assess for understanding. There is one face-to-face meeting on campus, that is required, for this course. More information on this can be found in the IX. Other Relevant Course Information section found later in this syllabus.

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. Assignments are due by 11:59 PM (unless stated otherwise) and submitted through D2L.

Assignment Guidelines - Assignments are submitted and returned through the Dropbox link in D2L as a word document, PDF, or PPT file. ALWAYS save and/or print a copy of your work.

Important - If D2L is down at the designated time of the due date, send the assignment to dillarderica@sfasu.edu AND upload it as soon as possible into D2L. Notify me (via email or phone) of the circumstances causing the assignment to be late. You can take a screen shot of the last time the document was updated as proof it was complete on time...if needed. I may ask for this proof...so do not make any changes to your document after the assignment due date or it will look like you worked on it after the assignment was due and may cause the assignment to not be accepted. Helpful hint: Save each assignment on a portable storage device/or print it so you can continue to work if D2L is down.

TECHNICAL 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. Google Chrome works best for viewing MP4 videos in this course.

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. You may need to find another place to watch videos in order to view them.

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. Finding another computer to submit assignments on time may be needed and is expected.
Course Pages – All course pages are online 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.

Informational ROUTINE Classroom ASSIGNMENTS in Let’s Begin Module:

PERSONAL PROFILE/Nice to Meet You Discussion is one of the first assignments. Each teacher candidate in face-to-face classes should complete and bring to class on assigned due date for permanent files. Online classes will have a discussion to complete online. Follow the directions you find in D2L. (PLO 5/ACEI 5; In TASC 9, 10)

BACKGROUND CHECK For Face-to-Face classes, each teacher candidate will complete the background check given in class. Each face-to-face student must submit a copy of their driver’s license along with the background check. Online/Completer students should have completed a background check last semester. (PLO 5/ACEI 5; In TASC 9, 10)

PERMISSION TO TAKE PHOTOS For Face-to-Face classes: form will be completed that will allow pictures or videos to be used while working with children at the lab or charter schools. For Online/Completer students: permission forms will be completed as needed per school campus policy or pictures contain back of students’ head instead of faces for privacy factors. (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. (Will be completed at the beginning of the semester. Each teacher candidate will begin with all professionalism points. As the semester goes along professor will update these points as needed. Points will be lost for late/missed quizzes, late/missed assignments, late/missed discussions, lack of attendance online and/or at the campus visit, lack of participation at the campus visit, not responding to peers and/or professor in a timely manner, not conducting self in a professional way in person or online, etc...this grade can go into negative points). (PLO 5/ACEI 5; In TASC 9, 10)

PROGRAM GOALS OBSERVATIONS Teacher candidate will watch videos online to observe SFA Program Goals in action in various age classrooms. Teacher candidates will describe program goals seen and reflect on how these program goals are important to a child-centered environment. Plagiarism detections will be in place.

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. *Plagiarism detections will be in place.* (PLO 1/ACEI 1; In TASC1)

**MATH PPT ANALYSIS AND REFLECTION** Teacher candidates will read portions of the math textbook presented in PPT form. An analysis will then be made of all math strands to show the information covered and learned through the PPTS. *Plagiarism detections will be in place.* (PLO 1/ACEI 1; In TASC1)

**MATH CONSERVATION INTERACTION ASSIGNMENT** Teacher candidates will gather math manipulatives to help conduct and interact with a young child. Teacher candidate will document child behavior at math task(s) through an assessment/reflection assignment. *Plagiarism detections will be in place.* (PLO 1/ACEI 1; In TASC1)

**INTEGRATION DISCUSSION** Teacher candidates will integrate music, art, and/or gross motor movements into center based activities to see the value of integration among content areas when working with children. Teacher candidates will reflect on peers’ chosen activities as well. *Plagiarism detections will be in place.*

**PROFESSIONAL DEVELOPMENT REFLECTION** Teacher candidate 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. *Plagiarism detections will be in place.* (PLO 5/ACEI 5; In TASC 9, 10)

**LEARNING CENTER JUSTIFICATION PARENT LETTER** Overview of Learning Center Activities in the form of a parent letter, ”Learning Center Justification” format and explanation provided in D2L. *Plagiarism detections will be in place.* (PLO 5/ACEI 5; In TASC 9, 10)

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

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

Assignments may be assessed using rubrics, scoring guides, and/or grading forms. When this occurs, the grading forms, rubrics, and checklists will be located in D2L and should be printed off, by you, before completing the assignment. Looking at the grading form ahead of time will allow you to know what grade you want to work toward in that specific assignment. If these are used, it will be specified in the assignment directions. *Late or missed work will cause professionalism grade to drop considerably as well.*

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.
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 your own average use the following equation: Total points earned to date divided by total points possible in course.

A = 90 -100%
B = 80 - 89%
C = 70 – 79%
D = 69% - 60%
F = 59% or below

DAILY READINGS /D2L Quizzes (Open Book)

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 or are taken late. Check D2L carefully to make sure no quizzes are missed.

- SYLLABUS QUIZ (PLO 5/ACEI 5; In TASC 9 & 10) (5 Points)
- Use of Materials Agreement (PLO 5/ACEI 5; In TASC 9 & 10) (1 Point)
- Timeline Quiz (PLO 5/ACEI 5; In TASC 9 & 10) (4 Points)
- Profile (PLO 5/ACEI 5; In TASC 9 & 10) (10 Points)
- MODULE QUIZ/Whole Child (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (10 Points)
- Program Goals Assignment (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (25 Points)
- MODULE QUIZ/LCA Background Info (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (10 Points)
- Educating the Whole Child Paper (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (50 Points)
- LCA Picture Walk #1 (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (25 Points)
- LCA Picture Walk #2 (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (15 Points)
- MODULE QUIZ/Assessment (PLO 4/ACEI 4; In TASC 6) (5 Points)
- MODULE QUIZ/Discovery Science (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (5 Points)
- TEXT The Young Child and Math QUIZ (PLO 1/ACEI 1; In TASC 1) (10 Points)
- Analysis Math PPT (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8) (50 Points)
- Math Conservation Interaction (PLO 1/ACEI 1; In TASC) (20 Points)
- MODULE QUIZ/Literacy Younger (PLO 3/ACEI 3; In 2,3,5,7,8) (5 Points)
- MODULE QUIZ/Literacy Older (PLO 3/ACEI 3; In 2,3,5,7,8) (5 Points)
- MODULE QUIZ/Blocks (PLO 1/ACEI 1; In TASC 1) (5 Points)
- Block Video QUIZ (PLO 1/ACEI 1; In TASC 1) (5 Points)
- MODULE QUIZ/Dramatic Play (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (5 Points)
- MODULE QUIZ/Table Games (PLO 1/ACEI 1; In TASC 1; PLO 3/ACEI 3; In 2,3,5,7,8) (5 Points)
- LCA Justification Letter (PLO 5/ACEI 5; In TASC 9 & 10) (200 Points)
- MATH WRAP IT UP QUIZ (PLO 1/ACEI 1; In TASC 1) (10 Points)
- MATH Vocabulary QUIZ (PLO 1/ACEI 1; In TASC 1) (10 Points)
- Math LCAs Younger Quizzes (PLO 1/ACEI 1; In TASC 1 & PLO 3/ACEI 3; In 2,3,5,7,8) (7 Points Total)
- MODULE QUIZ/Teacher Interaction (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Power of Our Words Ch 2 and 3 Text Reading (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Role Play Teacher Language Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
Professionalism points will be lost for late or missed quizzes. Professionalism points can go negative. You will be held accountable, and I do expect you to be responsible.

**FINAL EXAM** Each student will take 1 major Final Exam. Exam may consist of reflection thoughts over each day’s information including theorist support. May include multiple choice, matching, short answer, or essay questions. Final will be taken online. Students who miss a final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. Final exams MUST BE MADE UP within ONE WEEK of the original testing date and can only be made up for ½ credit maximum, unless approved otherwise by instructor. The student is responsible for arranging for the make-up exam.

Unannounced quizzes, in class quizzes, as well as scheduled quizzes in D2L will be given during the semester.

V. Tentative Course Calendar of Assignments:

All dates and assignments are tentative. Alternate date changes may be given verbally at the face to face campus visit, through D2L communications, or by revised calendar/Timeline. Quizzes or assignment MAY be missing. It is your responsibility to double check with D2L for due dates and times.
ECH 331 LECTURE Timeline

This is a general and tentative timeline for this semester and the order of the modules to be completed. See actual modules for more specific details. It is HIGHLY recommended that you print this Timeline off and use it as a checklist each week.

REMEMBER- EACH MODULE CONTAINS ALL ASSIGNMENTS, ASSESSMENTS, AND LINKS TO DISCUSSIONS TO ENSURE YOU WILL NOT MISS ANYTHING. THERE IS ALSO A CHECKLIST AT THE END OF EACH MODULE FOR YOU TO USE. IF IN DOUBT OF A DUE DATE...CHECK THE CALENDAR TOOL. IN ORDER TO HAVE PLENTY OF TIME TO STUDY THE MATERIAL AND KEEP UP WITH THE DUE DATES, IT IS SUGGESTED YOU BEGIN THE MODULES AT THE BEGINNING OF EACH WEEK. EXPECTATIONS FOR EACH MODULE AND DUE DATES ARE LISTED BELOW.

GRADING Assignments may be graded by the instructor, D2L, evaluated by peers, or a self-assessment may be asked of each teacher candidate. As teachers in the classroom, we are continuously asked to evaluate and assess or products and interactions with our students. Specific requirements, scoring guides, checklists, and classroom examples will be used to ensure understanding of assignments.

Final course grades will be assigned according to the percentage of total points a student earns. Teacher candidates will be able to follow posted grades during the semester in the GRADES tab located on the homepage of D2L. To figure your average you will need to figure the total possible points, TO DATE, and divide that number into the total points you have earned TO DATE. This will give you your CURRENT average.

REMEMBER: LATE WORK ONLY RECEIVES 1/2 CREDIT, at the most, and is only accepted up to one week after the original due date. Professionalism points will also be lost for EACH assignment/quiz/discussion missed or late.

Grades are based on the following:

PROFESSIONALISM --- QUIZZES/Final EXAM --- ASSIGNMENTS --- DISCUSSIONS

Spring 2018 Tentative Calendar

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<thead>
<tr>
<th>Week 1</th>
<th>Module: Let’s Begin</th>
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<tr>
<td><strong>January 15-January 21</strong></td>
<td><strong>Let’s Begin</strong></td>
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<tr>
<td><strong>MLK Holiday</strong></td>
<td>Syllabus and Timeline</td>
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<tr>
<td><strong>(January 15)</strong></td>
<td>APA</td>
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<td><strong>Classes Begin</strong></td>
<td><strong>(January 16)</strong></td>
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<td><strong>(January 16)</strong></td>
<td><strong>Read entire module and view videos</strong></td>
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<td></td>
<td><strong>Complete Use of Materials Agreement Jan 22</strong></td>
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<td><strong>Post Personal Profile page and respond to 3 peers about their Profile pages (this does not include replying back about your post) Jan 22</strong></td>
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<td>Week 2</td>
<td>January 22-January 28</td>
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<tr>
<th>Module: Syllabus and Timeline</th>
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<tr>
<td>• Read Syllabus and take Syllabus quiz Jan 22</td>
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<td>• View Calendar in the D2L Calendar tool on the course homepage</td>
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<td>• View Timeline and print Timeline – TRUST ME...PRINT THIS!!!</td>
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<td>• Take Timeline Quiz Jan 22</td>
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<td>• Submit Professionalism Justification statement Jan 22</td>
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<td>• Use of Materials Jan 22</td>
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<th>Module: APA</th>
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<tr>
<td>• Read entire module</td>
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<tr>
<th>Week 3</th>
<th>January 29-February 4</th>
<th>Module: Whole Child (DAP – Program Goals – Diversity – Theory)</th>
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<td>• Read entire module</td>
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<td>• Take MODULE QUIZ Whole Child Feb 5</td>
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<td>• Complete Program Goals Observations Assignment Feb 5</td>
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<td></td>
<td>• Begin Educating the Whole Child paper (extended due date, Feb 12)</td>
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<thead>
<tr>
<th>Week 4</th>
<th>February 5-February 11</th>
<th>Face-to-Face Campus Visit this week!!! We meet on Thursday, February 8 &amp; Friday, February 9. See you there!</th>
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<table>
<thead>
<tr>
<th>Module: Discovery/Science</th>
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<tbody>
<tr>
<td>• Read entire module and</td>
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<table>
<thead>
<tr>
<th>CAMPUS VISIT!!!</th>
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<tbody>
<tr>
<td>Discovery/Science</td>
</tr>
<tr>
<td>Week 5</td>
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<tr>
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<tr>
<td>February 12-February 18</td>
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</table>
| **Module: Assessment** | - Read entire module and view videos  
                        - Take Module Assessment QUIZ Feb 19  
                        - Begin Professional Development Reflection (extended due date, DUE April 23) |

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<thead>
<tr>
<th>Week 6</th>
<th>Module: Math Basics and Background</th>
</tr>
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<tbody>
<tr>
<td>February 19-February 25</td>
<td><strong>Working with a Child this week or next week for conservation assignment</strong></td>
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</tbody>
</table>
| **Module: Math Basics and Background** | - Read entire module  
                        - View video clips  
                        - Read assigned textbook pages  
                        - Take TEXT the Young Child and Mathematics QUIZ Feb 26  
                        - Begin working on Math PPT Analysis and Reflection assignment Feb 26 |

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<thead>
<tr>
<th>Week 7</th>
<th>Module: Math in the Beginning (Pre-Numbers)</th>
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<tbody>
<tr>
<td>February 26-March 4</td>
<td><strong>Working with a Child this week or next week for conservation assignment</strong></td>
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</table>
| **Module: Math in the Beginning (Pre-Numbers)** | - Read entire module  
                        - View video clips  
                        - Begin Conservation Assignment (extended DUE DATE March 19) |

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<tr>
<th>Week 8</th>
<th>Module: Table Games</th>
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<td><strong>Module: Table Games</strong></td>
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</table>
|         | - Read entire module  
                        - View video clips  
                        - Take MODULE QUIZ - Table Games March 5 |
### March 5-March 9

**WORKING WITH A CHILD**
**THIS WEEK FOR CONSERVATION ASSIGNMENT IF YOU DID NOT LAST WEEK**

**This Week**
- **Assignment**
  - Complete Classrooms

**Module: Math Learning Center Activities - Younger**
- Read entire module and view video clips
- View PPT
- Take Picture Walk #1 Quiz March 19

**Module: Math Learning Center Activities - Older**
- Read entire module and view videos
- View PPT
- Take Picture Walk #1 Quiz March 19

**Picture Walk through Classrooms**

Math Learning Center Activities – Younger

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### Spring Break: March 10-March 18

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### Week 9

**March 19-March 25**

**Module: Dramatic Play**
- Read entire module and view video clips
- Take MODULE Dramatic Play QUIZ March 26

**Module: Blocks**
- Read entire module and view video clips
- Take Block Video Quiz March 26
- Take MODULE QUIZ – Blocks March 26

**Dramatic Play**

Blocks

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### Week 10

**March 26-April 1**

**Easter Holiday:**
- March 29-April 1

**Module: Math Wrap It Up**
- Read entire module
- View video clips
- Take Math Scenario Wrap It Up Quiz April 2
- Take Math Vocabulary Quiz April 2

**Math Wrap It Up**

Teacher Interaction
<table>
<thead>
<tr>
<th>Module: Teacher Interaction</th>
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<tbody>
<tr>
<td>- Read entire module and view video clips</td>
</tr>
<tr>
<td>- Read assigned textbook pages</td>
</tr>
<tr>
<td>- Take MODULE QUIZ – April 2</td>
</tr>
<tr>
<td>- Teacher Interaction Take Role Play April 2</td>
</tr>
<tr>
<td>- Teacher Language Quiz April 2</td>
</tr>
<tr>
<td>- Take Power of Words TEXTBOOK Quiz – Ch 2 &amp; 3 April 2</td>
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<table>
<thead>
<tr>
<th>Module: Teachers Roles</th>
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</thead>
<tbody>
<tr>
<td>- Read entire module and view video clips</td>
</tr>
<tr>
<td>- Take MODULE QUIZ – Teacher Roles April 9</td>
</tr>
<tr>
<td>- Begin LCA Justification Parent Letter -- <strong>WORTH 200 POINTS!!</strong> April 9</td>
</tr>
<tr>
<td>- Module: Literacy - Younger</td>
</tr>
<tr>
<td>- Read entire module and view videos</td>
</tr>
<tr>
<td>- Take MODULE QUIZ: Literacy – Younger April 9</td>
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</table>

<table>
<thead>
<tr>
<th>Module: Literacy - Older</th>
</tr>
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<tbody>
<tr>
<td>- Read entire module and view videos</td>
</tr>
<tr>
<td>- Take MODULE QUIZ: Literacy – Older April 16</td>
</tr>
<tr>
<td>- View Picture Walk #2 PPT</td>
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<tr>
<td>- Take Picture Walk #2 Quiz April 16</td>
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<table>
<thead>
<tr>
<th>Module: Art/Music/Muscle</th>
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<tbody>
<tr>
<td>- Art/ Music/ Muscle Centers</td>
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<td>Week 13</td>
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<tr>
<td>April 16-April 22</td>
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**Week 15**  
April 30-May 6  
**FINAL EXAM**  
- Take Final Exam--accessible through the Looking Back--Final Thoughts Module or the Dropbox link--GOOD LUCK!!!

**Week 16**  
May 7-May 11  
**Grade Finalization In Progress**

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**VI. Required Text and Other Required Materials:**

See the Timeline in the course for lecture topics, readings, and assignment dates. The timeline is found in the
Syllabus and Timeline module.

To order books, visit the following site: http://www.sfasu.bkstr.com/

Textbooks: You will only be buying 1 new book for this class. You should have the other one from ECH 328. NOT HAVING A TEXT BOOK IS NOT A REASON TO MISS ANY ASSIGNMENTS – ASSESSMENT - DISCUSSIONS


MUST be 2nd edition with DVD
It is recommended to keep this book personally and not sell back, if you are planning on being a classroom teacher.


It is recommended to keep this book personally and not sell back, if you are planning on being a classroom teacher.

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

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

*Completing this evaluation may be considered as bonus points towards your professionalism grade.*

### VIII. Student Ethics and Other Policy Information:

#### Class Attendance and Excused Absences:

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.

Also, when the official role is taken on the 12th class day, 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 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 makeup 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 (SFAPolicy6.7).

#### Academic Accommodation for Students with Disabilities (Policy6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Academic Integrity

Abiding by university policy 4.1 on academic integrity is a responsibility of 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 (2) 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, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Assignments in ECH 331 are submitted in D2L and sent to Turn-It-In to be checked for plagiarism. Professor will determine appropriate consequences for any violation. Possible consequences range from those listed above. The other student involved, if another student’s work is involved, may also be contacted and could face consequences as well. Bottom line: don’t copy from a published text or online resource, even just a sentence or two. Don’t copy from another student’s work or let anyone have access to your work.

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 the WH is assigned, 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 (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 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.

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 at the discretion of the public school campus/district. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information

Professionalism

1) You will demonstrate professionalism by:

- attending online “class” in accordance with the policies of the university; 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
- checking in on D2L EVERY 1-2 DAYS (Monday-Friday) in the email and discussion board areas (VERY important)
- reading course syllabus and following the course Timeline each week
• 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 only receives partial credit up to one week from original due date; professionalism grade points are lost if work is missed or late);
• submitting ALL WORK to complete this course using your best efforts to complete quality work;
• participating appropriately in all DISCUSSION BOARD assignments and face-to-face meetings;
• dressing professionally at all times when in the ECRC and on public school campuses for course assignments (campus visit—ECHL Dress Code will be sent to you prior to our meeting);
• being professional in demeanor, attitude; with teachers and peers – online, on campus, and in public schools
• maintaining confidentiality at all times;
• communicating effectively with professor, teachers, and fellow classmates (when you are sending an email to me or another teacher candidate, you need to stop and think about your attitude and word choices...if you are concerned or upset about an issue. If you would not come to my office and say it to me in person or to the teacher candidate in person, you probably shouldn’t put it in an email. Chances are, it will not be considered professional by me or your peers).

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 given through email.

3) Additional Information Specific to Course

• **Expectations:**
  o Teacher candidates are expected to keep up with the assigned readings listed in the course calendar and/or course Timeline. Teacher candidates will be responsible for taking quizzes (over readings in the textbooks and modules) in D2L as dated in the course calendar/timeline and in D2L. Readings in the assigned texts and course modules will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions and online discussions. Missed quizzes, online or in class, 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. (Check D2L Quizzes for exact point value for each quiz.)

• **Work Policies:**
  o **Late Work**— Late work is accepted up to one week past the original due date for partial credit only. (Talk with teacher BEFORE it is late...not after.) After one week’s time, late work will not be accepted. Late work will only count up to ½ credit when turned in within the one week past due deadline. Late work includes: quizzes, discussions, dropbox assignments. It is up to YOU to contact the instructor to send notification of a late assignment, once the due date has passed. The instructor will have to re-open quizzes manually, so contacting the instructor in due time is vital. Professionalism grade points do drop for each late or missing assignment. Professionalism grade points can go negative.

  o **Make-up Work Policy**— For extenuating circumstances, the decision whether to accept make-up work is at the discretion of the instructor. There is a possibility that make up work may only be accepted for up to ½ credit earned. Extenuating circumstances do occur, which
will be dealt with on an individual basis but must be communicated to the instructor in a timely manner (within one week) and may or may not be accepted as an extenuating reason. Documentation may be asked for such as a doctor note, email from OIT, etc. Late work includes: quizzes, discussions, dropbox assignments. It is up to YOU to contact the instructor to send notification of a late assignment, once the due date has passed. The instructor will have to re-open quizzes manually, so contacting the instructor in due time is vital.

- **“Redo Work” Policy**— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after your assignment is graded and returned from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work may or may not count for points added onto the original assignment grade; that is at the discretion of the instructor.

- **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”. If an assignment or discussion is missed, an 'A' cannot be earned in this course. The final letter grade in the course will automatically become a B. The reason for this is because to earn an A, all content must be completed. An assignment or discussion can still be turned in for no points later and enable the student to earn an A as a final letter grade. Quizzes missed are points missed, but an “A” can still be earned, even with a missed quiz. 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).

- **Attendance:**
  - Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. This is an online only course; therefore, attendance is based on D2L logins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours M-F will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected from you. If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.) In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face-to-face classes. Failure to manage time and provide evidence that you have attended 'class' online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face-to-face class. Success in this online class will be totally up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and
discussions. You must be an autonomous self-directed online learner. You need to allow time for reading, watching videos, completing assignments and assessments.

- There will be a face-to-face meeting on campus where we can get to know one another, ask and answer questions, and visit the Early Childhood Research Center. Date and time will be sent in an email at the beginning of the semester either by your instructor or the Completer Program Coordinator. Attendance will be expected at this meeting for all ECH majors. Failure to attend for ECH majors will result in a loss of ALL professionalism grade points; those points can go negative as well. Any participation points and/or quizzes and reflection assignment points given at the campus visit will also be lost.

- ALL majors are encouraged to attend this campus visit for the ECH 331 course portion of time, even if you are NOT an Education major in the Completer Program. This visit is part of this course and does enhance your knowledge of the course content, thus making the assignments easier to complete and understand. If you are NOT an Education major in the Completer Program and you choose NOT to attend this visit, there will be make up work to complete online in order to replace the participation that was required of other students during that week. The make up work will NOT be given ahead of time, it will be given the week of the visit. You will need to contact your instructor ahead of time; professionalism points will be dropped drastically in that case. If make up work is not completed, loss of points will ensue, as the visit IS part of this course.