Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Erica Dillard</th>
<th>Course Credits: 1 hour; WEB BASED ONLY COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office 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>
</tr>
</tbody>
</table>

Prerequisites: ECH 328 & 328P; Taken concurrently with ECH 331

I. Course Description:

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

II. Intended Learning Outcomes/Goals/Objectives:

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

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

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

- **SLO 1.1** Candidates will interact with children and teachers before, during, and after learning centers related to motivation theory and principles related to classroom climate.
  - SLO1.1.1 Assessment-Learning Centers Observation Quizzes PPR2.9k; PPR2.8s(TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bii,Bi); PPR 2.19s; PPR 3.1k, 2k,4k;
- **SLO1.2** Candidates will reflect and examine all elements and processes to planning, constructing, and setting up quality learning center activities.
  - SLO 1.2.1 Assessment-Quizzes PPR 2.8s (TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bii,Bi); PPR 2.19s; PPR 3.1k, 2k,4k;
  - SLO 1.2.2 Assessment-Reflection Discussions/Documents, LCA Assignments PPR 2.8s(TS4Dii); PPR 2.9s,10s,14s (TS4Cii); PPR 2.18s (TS4Bii,Bi); PPR 2.19s; PPR3.1k,2k,4k;
- **SLO1.3** Candidates will demonstrate an introductory knowledge and understanding of Benjamin Bloom’s Taxonomy as it relates to instructional alignment (district and state curriculum) TEKS, STAAR, and lesson objectives.
  - SLO 1.3.1 Assessment-TEKS and Objective Assignment (Analyzing the TEKS-Anatomy of the TEKS) PPR1.7k (TS3Ci); PPR1.19k,20k,22k, 23k(TS3Cii); PPR1.6s,7s; PPR1.12s,13s,14s (TS2Bi); PPR1.15s, 16s (TS1Cii)
  - SLO 1.3.2 Assessment-Learning Center Planning Sheets and Set Ups PPR 1.1s (TS1Bi); PPR1.2s (TS2Bii, TS2Cii); PPR 1.6s (TS3Bii); PPR1.7k (TS3Ci); PPR 1.7s (TS1Ai); PPR 1.19k,20k; PPR3.7s,8s,9s (TS1Eii); PPR 3.10s

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- **SLO 3.1**: Candidates will unpack PK Guidelines and TEKS to determine thinking, content, and processes according to Bloom’s Taxonomy.
  - SLO 3.1.1 Assessment-Analyzing the TEKS Document PPR1.7k (TS3Ci); PPR1.19k,20k; PPR1.6s (TS3Bi): PPR 1.7s (TS1Ai);
  - SLO 3.1.2 Assessment-Campus Visit Classroom Discussion, Quizzes PPR1.7k (TS3Ci); PPR1.19k,20k; PPR1.6s (TS3Bi): PPR 1.7s (TS1Ai);
- **SLO 3.2**: Candidates will create learning objectives appropriate for learning centers
  - SLO 3.2.1 Assessment-Campus Visit Classroom Discussion, Quizzes PPR 1.7k (TS3Ci); PPR 1.2s (TS2Bii); PPR 1.6s (TS3Bi); PPR 1.7s (TS1Ai); PPR1.12s,13s,14s (TS2Bi); PPR1.15s, 16s (TS1Cii);
- **SLO 3.3**: Candidates will create and construct engaging learning center activities that include learning objectives, TEKS, directional guides, data sheets, picture cards, reading materials, etc. that are appropriate for the development of the age classroom assigned.
  - SLO 3.3.1 Assessment-Learning Center Planning Sheets and Set Ups, Quizzes PPR1.16k, 22k; PPR1.1s(TS1Bi); PPR1.4s, 10s (TS1Ei); PPR1.12s,13s,14s (TS2Bi); PPR 1.15s, 16s(TS1Ciii); PPR 3.10s; Technology 6.4k, ISTE 5b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;
- **SLO 3.4**: Candidates will interact with children during learning centers they have constructed, provide constructive feedback, and reflect upon the instructional implementation.
  - SLO 3.4.1 Assessment-Student Learning Center Reflection Assignment PPR1.16k, 26k(TS5Ai); PPR2.4s; PPR3.1s,4s(TS1Dii,Ts1Eii); PPR 3.5s;
  - SLO 3.4.2 Assessment-Individual Discussions with Instructor, Self Reflection Assignment PPR1.16k; PPR1.26k(TS5Ai); PPR2.4s; PPR3.1s,4s(TS1Dii,Ts1Eii); PPR 3.5s;
- **SLO 3.5**: Candidates will transform existing curriculum materials to create developmentally appropriate hands-on learning activities.
  - SLO 3.5.1 Assessment-Worksheet to Learning Center Activity & Rubric PPR 1.7k (TS3Ci); PPR 1.16k, 22k, 23k (TS3Cii); PPR 1.2s (TS2Bii, TS2Ciii); PPR 1.6s (TS3Bi); PPR 1.16s (TS1Cii); PPR1.20s (TS1Bii); PPR3.7s,8s,9s (TS1Eii); PPR 3.10s; Technology 1.3k, ISTE 5a, 5b, 5c, 6d; Technology 2.1s, ISTE 5c; Technology 2.5s, ISTE 4a, 4b, 4c, 4d, 5a, 5b, 6d; Technology 2.8s, ISTE 6b; Technology 6.23s, ISTE 2c; Technology 6.30s, ISTE 5b;
PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children. (ACEI 5; InTASC 9,10)

- **SLO 5.1**: Candidates will facilitate projects related to community agencies to promote the intellectual, social, emotional, physical growth and well-being of all children from diverse populations, and interact with children and adults affiliated with area boys and girls clubs, school districts, YMCA, or day care centers to establish collaborative relationships with community.
  - **SLO 5.1.1-Assessment**: Learning Center Planning Sheets PPR1.2s(TS2Bii, TS2Ciii); PPR1.11s(TS3Biii); PPR1.20s (TS1Biii); PPR3.7k; PPR3.1s,4s(TS1Dii,TS1Eii); PPR 3.5s; PPR3.7s,8s,9s (TS1Eiii); PPR 3.10s;

- **SLO 5.2**: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback) and its effect on young children.
  - **SLO 5.2.1 Assessment**: Learning Center Planning Sheets and Reflections, Quizzes, Interaction Reflection PPR1.2s(TS2Bii, TS2Ciii); PPR1.11s(TS3Biii); PPR 1.20s, 26s; PPR2.5k, 9k; PPR3.7k; PPR3.1s,4s(TS1Dii,TS1Eii); PPR 3.5s;

- **SLO 5.3**: Candidates demonstrate professional reflection of own work and work of others.
  - **SLO 5.3.1 Assessment**: Learning Center Individual and Group Responsibilities Reflection Sheets PPR1.26s; PPR4.2k,3k

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

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

This ECH 331P Completer course is a web-based only course that utilizes D2L information to deliver content and assess for understanding. Teacher candidates will be completing individual assignments that may be intended for online class discussions, D2L postings, for assessment by instructor, or used for self-assessment. 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.

**PROFESSIONALISM** Teacher candidates will be expected to show professional behaviors at all times -- on SFA campus, on school district campuses, and online. **Teacher candidates will be expected to turn in assignments, discussions, and quizzes on time, complete, with integrity, and to the best of his/her ability. 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; InTASC 9, 10)**

**LEARNING CENTER ACTIVITIES** Each student is responsible for planning 3 learning center activities and setting-up 1 of these activities in an approved classroom location. These activities will be based on developmental needs of children as stated by the TEKS and PreK Guidelines, as well as the classroom teacher. First plan (DISCOVERY CENTER) will be a practice plan completed in a group for 1st grade. **To complete this plan in a group, the teacher candidate must attend the campus visit; if the campus visit is missed for any reason, this lesson plan must be completed alone.** The second plan (MATH CENTER) will be completed individually, each student will plan and set-up a learning center activity (PreK or Kindergarten) at an approved location during a set —window of time— found in the course Timeline. **Not completing the math set up in a classroom will result in automatic failure of the course.** The third plan (LITERACY CENTER/WORKSHEET
TO LCA) will be based on the targeted objective from a worksheet given in the D2L module (2nd or 3rd grade). In each center plan and/or set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items (borders, decorations, etc.) which invite children to the center. **This assignment is subject to change as needed for class or individual students. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)**

**WORKSHEET TO LCA** Will be completed as third learning center plan described above (LITERACY CENTER). Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center. This assignment may include a directional guide, data sheet, and other necessary materials. **It will be turned in online in D2L and in LIVETEXT-FE. This assignment is subject to change as needed for class or individual student. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)**

**EXTRA CREDIT OPPORTUNITIES** Teacher candidates **MAY** be given Extra Credit/Bonus Points opportunities during the semester in the form of document submissions and/or quizzes. Examples or explanations will be given in D2L or face to face in the ECRC classroom. **Extra credit will be given at the discretion of the instructor and will be dependent on participation, professionalism, and quality of work throughout the semester.**

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

**TECHNOLOGY**

Log on to [http://www.oit.sfasu.edu/disted/studsup/index.html](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 MP4 videos in the course work best through the Google Chrome browser.**

**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](http://D2L.sfasu.edu).

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

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

**EXAM/QUIZZES** It is your responsibility to check D2L for all assigned quizzes in your course – due dates and times.
Unannounced quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes may be given online and possible quizzes given at campus visit meeting. Not all quizzes may be listed below. See Course Timeline and D2L calendar.

- Syllabus Quiz (1 Point)
- Timeline Quiz (2 Points)
- Interaction Location Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10) (3 Points)
- General Information Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10) (5 Points)
- Data Sheet Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Directional Guide Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Picture Card Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- LCA in Box Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)
- Bloom’s Taxonomy Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (6 Points)
- Examining and Unpacking the TEKS Quiz (PLO1/ACEI 1; In TASC1; PLO3/ACEI3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- LCA Scavenger Hunt QUIZ (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8) (5 Points)

OBSERVATION QUIZZES Each teacher candidate will be expected to complete 9 – 10 classroom observations and write reflections on those observations. Face to face courses will perform their observation hours downstairs in the classrooms of the ECRC. Completer students working solely online will complete observation hours by watching videos of the ECRC classrooms online and answering multiple choice and reflection/long answer questions. These observation hours, for face to face courses and online completer courses, are part of the department’s accreditation process. Each observation hour in the classrooms for face-to-face students will count as “one observation hour”; each hour must be completed entirely and each reflection written must be of quality and make a grade of 70% or better, otherwise the hour must be made up and redone. Each observation quiz for online completer students will also count as “one observation hour”. Therefore, failure to complete ALL observations, in their entirety and with at least 70% mastery for an online completer quiz or a face to face observation hour, will result in a failing final course grade. If any question is left unanswered, the quiz will not count and will need to be made up. For observation quizzes, a make-up quiz will be given for grades below 70%, it will not count for points, but will allow the “observation hour” to be considered complete to pass the course. The observation quizzes for online completer students are listed below. More may be added, as needed, per the instructor’s discretion. (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI 5; In TASC 9, 10)

- LCAs in Action (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Preview and Review (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Setting Up a Center (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Discovery/Science (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Assessment (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Math LCAs (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- Objectives and Lesson Planning (PLO1/ACEI 1; In TASC1; PLO3/ACEI 3; In TASC 2,3,5,7,8; PLO 5/ACEI; In TASC 9, 10) (10 Points)
- 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)
**Failure to complete all observation quizzes assigned will be result in an automatic failing overall course grade for this course due to not completing the required "observation hours". See Interaction and Observation module for specifics.**

**FINAL EXAM (Comprehensive final exam)** Will be taken online. See Timeline or course calendar tool for specific date. Each student will take 1 major final exam. Exam may consist of multiple-choice, true/false, matching, fill in the blank, and may include essay or short answer. 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. Students who miss a major final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade.

**GRADING** 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 GRADES located on the homepage of D2L. To keep up with your own average as the semester moves along, use the following equation: **Total points earned (up to this point) divided by total points possible (up to this point). This will give you your CURRENT average.**

LATE/MISSED WORK will cause professionalism points to be lost for EACH missed or late assignment, quiz, or discussion.

Grades are based on the following:

PROFESSIONALISM GRADE --- ASSIGNMENTS --- QUIZZES --- FINAL EXAM

Individual or group assignments:

- PROFESSIONALISM Justification ) (30 Points)
- Center Plan - Discovery 1st Grade (GROUP) ) (45 Points)
- Center Set Up – Math PreK or Kinder (INDIVIDUAL) [Not completing the math set up in a classroom with children will result in automatic failure of the course] ) (100 Points)
- Center Plan – Literacy 2nd or 3rd Grade (Worksheet to LCA) (INDIVIDUAL) [To be considered for full credit, this assignment must be submitted in BOTH the D2L dropbox and Livetext-FE module] ) (200 Points)

Materials and/or work that are turned in may be used as examples in future classes.

**GRADING SCALE:**  
A = 100 – 90%  
B = 89 – 80%  
C = 79 – 70%  
D = 69 – 60%  
F = 59% or below
**V. Tentative Course Calendar of Assignments:**

The official timeline for this course is in the Syllabus and Timeline module on D2L. Refer to it frequently to stay current on due dates/deadlines. **It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines.** Changes in calendar/timeline may be made, at any time. Changes will be communicated in class, by email, or in the news section of D2L. The course calendar will be updated if any changes are made.

**ECH 331P (Field Experience) Timeline**

**Fall 2017 Tentative Calendar**

The calendar is a general, 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.

**REM eMEMBER- 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. DUE DATES FOR THIS COURSE ARE MONDAY NIGHT BY 11:59 PM. IF A DUE DATE DIFFERS FROM THE USUAL MONDAY NIGHT, IT WILL BE NOTED BELOW.**

**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.**

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<thead>
<tr>
<th>Date</th>
<th>Expectations</th>
<th>Module</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>January 15 –</td>
<td><strong>Module: Let’s Begin</strong></td>
<td>Let’s Begin</td>
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<tr>
<td>January 21</td>
<td>• Read entire module</td>
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<tr>
<td>MLK Holiday</td>
<td><strong>Module: Syllabus and Timeline</strong></td>
<td>Syllabus and Timeline</td>
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<tr>
<td>(January 15)</td>
<td>• Read entire module</td>
<td>LiveText</td>
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<tr>
<td>Classes Begin</td>
<td>• Read Syllabus and take Syllabus quiz (Jan 22)</td>
<td>Observations and</td>
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<tr>
<td>(January 16)</td>
<td>• View Timeline</td>
<td>Interaction Locations</td>
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<tr>
<td></td>
<td>• Print Timeline – TRUST ME…PRINT THIS!!!</td>
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<td></td>
<td>• Take Timeline Quiz (Jan 22)</td>
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<td>• View Calendar in D2L Calendar tool</td>
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<td></td>
<td>• Submit Professionalism Justification statement (Jan 22)</td>
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<td><strong>Module: LiveText</strong></td>
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<td></td>
<td>• Read entire module</td>
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<td><em>(one more module this week, continued on)</em></td>
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Module: Observations and Interaction Locations

- Read entire module
- Begin to find a school to work in for your math center set-up, gain permission from the principal and teachers for “date window” of your math center set up. Scroll down the 331P Timeline for “date window” (highlighted in yellow in the left hand date/week column).
- Begin to find a child to work with for your math conservation activity for “date window” to perform this interaction, found later in this Timeline, highlighted in yellow in the left hand date/week column). **You are not starting any work on the above 2 assignments, just pinpointing who and where you will work during the assigned “date window” for each assignment.
- Take Interaction Location quiz (not due until FEB 5 to give you time to find a school location for math set up and a child to work with for conservation assignment…start NOW …some schools take 2 weeks for background checks and some principals take a few weeks after that to respond to you!)

DUE DATES FOR THESE MODULES: Jan 22 by 11:59 PM (except for Interaction Location quiz)

Module: General Information: Learning Center Activities (LCAs)

- Read entire module and view video clips
- Take General Information QUIZ Jan 29

Module: Online Observation/OBSERVATION 1

- Read entire module.
- Take Observation #1 quiz – LCAs in Action Jan 29

DUE DATE FOR THESE MODULES: Monday January 29 by 11:59 PM

Module: Directional Guides/Picture Cards/Data Sheets

- Read entire module and view all PPTs
- Take Directional Guides QUIZ Feb 5

*** Please sign up in the
| Groups tab by Monday the 5th for your Discovery Center group – do not start work yet, just sign up for a group so work can begin next week at our campus visit. | • Take Data Sheet QUIZ Feb 5  
• Take Picture Card QUIZ Feb 5 | Observation/OBSERVATION 2 |
| --- | --- | --- |
| Module: Online Observation/OBSERVATION 2 | • Read entire module  
• Take Observation #2 quiz – Preview and Review Feb 5 | DUE DATE FOR THESE MODULES: Monday February 5 at 11:59 PM |
| Week 4 | Module: Center Plan (DISCOVERY) | Face-to-Face Campus Visit this week!!! Feb 8 & 9 for ECH 331 & ECH 331P. See you there! |
| February 5 – February 11 | • Read entire module – **THIS NEEDS TO BE DONE BEFORE WE MEET IN PERSON ON THURSDAY!!!**  
• You should have signed up for a group last week for the Group Discovery Plan…if you did not…do so **BEFORE we meet Thursday!**  
• Begin to think about ideas for your center – we will be meeting in groups at the campus visit to do actual work on your lesson plans and plan with your group so please do not do too much planning before the visit; lesson plan due March 5. | Center Plan (DISCOVERY)  
Setting Up the Center/LCA in a Box/More Examples |
| Module: Setting Up the Center/LCA in a Box/More Examples | • Read entire module and view PPT  
• Take LCA in a Box quiz Feb 12 | DUE DATE FOR THESE MODULES: Monday Feb 12 at 11:59 PM |
| Week 5 | Module: Online Observation/OBSERVATION 3 | Online Observation/OBSERVATION 3 |
| February 12 – February 18 | • Read entire module  
• Take Observation #3 quiz – Setting Up a Center Feb 19 | Center Plan (DISCOVERY)  
Continue from last week…Module: Center Plan (DISCOVERY)  
• Continue to collaborate with group on your discovery center plan, use the Discussion |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>February 19 – February 25</th>
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<tbody>
<tr>
<td>Board and your Locker area</td>
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<tr>
<td>• Create the components you were assigned to create and post a rough draft of your components on Discussion Board in your group’s area</td>
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<tr>
<td><strong>DUE DATE FOR THESE MODULES:</strong> Monday Feb 19 at 11:59 PM, Discovery Plan still in progress</td>
<td></td>
</tr>
<tr>
<td><strong>Module: Online Observations/OBSERVATION 4</strong></td>
<td></td>
</tr>
<tr>
<td>• Read entire module</td>
<td></td>
</tr>
<tr>
<td>• Take Observation #4 quiz – Discovery/Science LCA Feb 26</td>
<td></td>
</tr>
<tr>
<td><strong>Module: Bloom’s Taxonomy/Lesson Plans</strong></td>
<td></td>
</tr>
<tr>
<td>• Read entire module</td>
<td></td>
</tr>
<tr>
<td>• Take Bloom’s Taxonomy Quiz Feb 26</td>
<td></td>
</tr>
<tr>
<td><strong>Continue…Module: Center Plan (DISCOVERY)</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>By mid-week:</strong> ALL group members <strong>review components</strong> other group members created and <strong>give feedback</strong> on Discussion Board – ALL group members will review EACH part that group members created</td>
<td></td>
</tr>
<tr>
<td>• <strong>By end of week:</strong> <strong>Tweak your components</strong> based on peer feedback and post final draft of your components</td>
<td></td>
</tr>
<tr>
<td><strong>DUE DATE FOR THESE MODULES:</strong> Monday Feb 26 by 11:59 PM; Discovery Plan still in progress</td>
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</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>February 26 – March 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module: Online Observation/OBSERVATION 5</strong></td>
<td></td>
</tr>
<tr>
<td>• Read entire module</td>
<td></td>
</tr>
<tr>
<td>• Take Observation #5 quiz – Assessment March 5</td>
<td></td>
</tr>
<tr>
<td><strong>Continue…Module: Center Plan (DISCOVERY)</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Beginning of week:</strong> Begin to compile final presentation</td>
<td></td>
</tr>
<tr>
<td>• <strong>By late mid week:</strong> Post rough draft of final document on discussion board</td>
<td></td>
</tr>
<tr>
<td>• <strong>Towards end of week:</strong> ALL group members <strong>review AND give feedback:</strong> tweak as needed</td>
<td></td>
</tr>
<tr>
<td>• Group leader submits final document in</td>
<td></td>
</tr>
</tbody>
</table>
### Week 8
**March 5 – March 9**

<table>
<thead>
<tr>
<th>Module: Online Observation/OBSERVATION 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read entire module</td>
</tr>
<tr>
<td>Take Observation #6 quiz – Math LCAs</td>
</tr>
<tr>
<td>March 9 (Due Fri, not Mon Due to Spring Break)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module: Center Set Up (MATH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read entire module and view videos</td>
</tr>
<tr>
<td>Begin gathering ideas for your math center, <strong>DUE April 9th</strong></td>
</tr>
<tr>
<td>If you would like to be part of a Peer Review group for your math center plan, please sign up in the Groups link this week; this is optional</td>
</tr>
</tbody>
</table>

**DUE DATE FOR THESE MODULES:** Friday March 9 by 11:59 PM-Due on Friday due to Spring Break… (except for Math Center Plan which is due April 9)

**Spring Break: March 10-March 18**

### Week 9
**March 19- March 25**

<table>
<thead>
<tr>
<th>Module: Online Observation/OBSERVATION 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read entire module and view PPT</td>
</tr>
<tr>
<td>Take Examining and Unpacking the TEKS Quiz March 26</td>
</tr>
<tr>
<td>Take Observation #7 quiz – Objectives and Lesson Planning <strong>March 26</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continue…Center Set Up (MATH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to think about your math plan and work on a rough draft of your thoughts and ideas.</td>
</tr>
<tr>
<td>You might want to post some of your ideas and rough draft on the discussion board for your peer review group to glance over, if you decided to join one.</td>
</tr>
</tbody>
</table>

**DUE DATE FOR THESE MODULES:** Monday March 26 by 11:59 PM (Math Plan still in progress)
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26 – April 1</td>
<td>April 2 – April 8</td>
<td>April 9 – April 15</td>
</tr>
</tbody>
</table>

**Module: Online Observation/OBSERVATION 8**
- Read entire module
- Take Observation #8 quiz – Interaction (**If you set up in a classroom this week, it may benefit you to take this quiz first**) April 2

**Continue…Center Set Up (MATH)**
- Continue working on your math center plan
- Post more of your rough draft of your math center lesson plan in your Peer Review group on the Discussion board if you joined one
- Edit/tweak your center plan as needed based on feedback from your peer reviews, if you joined a group
- Feel free to re-post revisions you have made in your peer review group if you want to see if you can get more feedback as the week goes on
- If you are setting up this week, begin to finalize the creation of your components to take into the classroom.
- Make contact with the classroom teacher to finalize your set up date and time, set up in the classroom is this week or next week
- If you do set up this week and are ready to submit your final document, you may submit it early so I can begin grading it; these take me a while to grade

**DUE DATE FOR THESE MODULES:** Monday April 2 by 11:59 PM (Math Plan may still be in progress, depending on when you set up)

**Week 11**

<table>
<thead>
<tr>
<th>April 2 – April 8</th>
</tr>
</thead>
</table>

**Module: Worksheet to LCA**
- Read entire module.
- Begin working on Worksheet to LCA (worth **200 points**)...take this assignment seriously, you won’t want to wait until the last minute on

**Worksheet to LCA**

**Week 12**

<p>| April 9 – April 15 |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Continue…Module: Worksheet to LCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 18-26</td>
<td></td>
</tr>
<tr>
<td>April 16 – April 22</td>
<td></td>
</tr>
<tr>
<td>Continue working on Worksheet to LCA (worth 200 points…take this assignment seriously, you won’t want to wait until the last minute on this one!!!)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Continue…Module: Worksheet to LCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23 – April 29</td>
<td></td>
</tr>
<tr>
<td>Complete Worksheet to LCA assignment and submit in dropbox <strong>AND</strong> LiveText</td>
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</table>

DUE DATE FOR THIS MODULE: Monday April 30 at 11:59 PM...SUBMIT WORKSHEET TO LCA in BOTH COURSE DROPBOX and LIVETEXT By May 1

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Module: Final Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30 – May 6</td>
<td></td>
</tr>
<tr>
<td>Read entire module</td>
<td></td>
</tr>
<tr>
<td>Take LCA Scavenger Hunt quiz May 6</td>
<td></td>
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<tr>
<td>Review for Final Exam</td>
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</tbody>
</table>

DUE DATE FOR THIS MODULE: Friday, May 4.

**Final Exam will open this week and is due as directed…**

<table>
<thead>
<tr>
<th>Week 16</th>
<th>FINAL EXAM</th>
</tr>
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<tbody>
<tr>
<td>April 7 – May 11</td>
<td></td>
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<tr>
<td>(this week ends on a Friday, the last class day)</td>
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</tr>
<tr>
<td>Take Final Exam--accessible through Final Thoughts Module or the Quizzes link--GOOD LUCK!!!</td>
<td></td>
</tr>
</tbody>
</table>

DUE DATE FOR FINAL EXAM: Thursday Dec 14th at 11:59 PM

***Continue to check email every day, or every few days, this week in case your instructor has questions for you about your grades/assignments. A quick response will be needed!!***
VI. Required Text and Other Required Materials:

1) McAninch, Cay and Boatman, Vikki  Transitions  ISBN 978-1-936205-14-1

*May have this from 328. Recommended to keep this book and not sell it back if planning on entering a classroom teaching position.

2) FEM/LIVETEXT REGISTRATION

LIVETEXT Statement:

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

This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

Once you have purchased the account, you must activate your account at www.livetext.com. You will find directions for how to activate your account in the LiveText course module for this course; if you used LiveText last semester, your account is already activated. If you purchased LiveText in another course and/or last semester, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

FEM Statement:
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 added to your professionalism grade.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absences: Policy 6.7

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

Also, when the official role is taken 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 assignments 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 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/](http://www.sfasu.edu/disabilityservices/).

**Academic Dishonesty: Policy 4.1**

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 polity 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 course, or expulsion from the university.

Assignments in ECH 331P are submitted in D2L and sent to Turn-It-In to be checked for plagiarism. Professor will determine appropriate consequences for any violation, as mentioned 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 cheat or plagiarize by copying from a published written source or online source or another student’s work...even if it is just a sentence or two. Do not 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 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 (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. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due prior to allowing you into the classroom. 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.texes.ets.org/registrationBulletin/](http://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.

**IX. Other Relevant Course Information**
1) **Professionalism**
You will demonstrate professionalism by:

- attending all class and face-to-face meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](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](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 outline/syllabus and following the course Timeline each week
- 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 personally or to the teacher candidate personally, 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/Practicum Policies**

- **Teacher Candidate Interview**—Each Teacher Candidate will participate in a brief interview by faculty of the Elementary Education Department to assess oral communication skills and dispositions for teaching. Information for interview scheduling will be through email and will take place during the campus face to face visit.
- **Name Badges** — Each teacher candidate is to wear his/her name badge at all times when in the ECRC building on campus. The name badges will be passed out to you at the campus visit. Badges should be worn in charter and lab classrooms as well.

3) **Additional Information Specific to Course**

- **Expectations:**
  - 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:**
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.

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. Make up 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 Dr. Griffin. 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 to notify her that you will not be attending and to find out what your make up work is and when it will be given out and due. Do NOT be a “no-show” or not notify the 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.

Thought to remember … “Each person’s work is always a portrait of himself.”   -Samuel Johnson