Prerequisites: Admitted to Teacher Education and enrolled in ECH 350.

I. Course Description:

An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates' content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
- Service that enriches the community,
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

Overview of Learning Outcomes
This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a Primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

PLOs and SLOs

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).

SLO 1.1: Candidates will explore current theories related to curriculum and instruction models; demonstrate a clear understanding of the characteristics of each model, and whether the models are developmentally appropriate (EC12 Texas PPR I, II, III).
SLO 1.1.1 Assessment = Final Exam

SLO 1.2: Candidates will demonstrate knowledge of influential individuals for the field of inquiry curriculum, including, but not limited to: Piaget, Bruner, Dewey, Kamii, Vygotsky, Rousseau (EC12 Texas PPR I, III).

SLO 1.2.1 Assessment = Final Exam

SLO 1.3: Candidates will demonstrate knowledge of influential individuals for the field of communication curriculum, including, but not limited to: Chomsky, Vygotsky, Skinner, Clay (EC12 Texas PPR I, III).

SLO 1.3.1 Assessment = Final Exam

SLO 1.4: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).

SLO 1.4.1 Assessment = Developmental Domains and Learning Paper

SLO 1.4.2 Assessment = Final Exam

SLO 1.5: Candidates demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3) (EC12 Texas PPR I).

SLO 1.5.1 Assessment = Discussion Forum

SLO 1.5.2 Assessment = Final Exam

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).

SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).

SLO 2.1 Assessment = Cross-curricular Reading/Science Learning Center

SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities related to literacy, math, science, and social studies content (EC12 Texas PPR I).

SLO 2.2.1 Assessment = Scaffolding Lesson Plans

SLO 2.2.2 Assessment = Cross-curricular Reading/Science Learning Center

SLO 2.2.3 Assessment = Math Box Extra Credit

SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).

SLO 2.3 Assessment = Content Area Literature Resource

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

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).
   SLO 3.1.1 Assessment = Scaffolding Lesson Plans
   SLO 3.1.2 Assessment = Differentiation Preplanning
SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS (EC12 Texas PPR I).
   SLO 3.2.1 Assessment = Scaffolding Lesson Plans
SLO 3.3 = Candidates plans instruction that provides opportunities for student-to-teacher and peer interaction through the use of direct instruction, guided instruction, and independent exploration (EC12 Texas PPR I, III).
   SLO 3.3.1 Assessment = Scaffolding Lesson Plans
SLO 3.4 = Candidates uses communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR III).
   SLO 3.4.1 Assessment = Scaffolding Lesson Plans
SLO 3.5 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
   SLO 3.5.1 Assessment = Cross-curricular Reading/Science Learning Center
SLO 3.6: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).
   SLO 3.6.1 Assessment = Differentiation Pre-planning
   SLO 3.6.2 Assessment = Multiple Intelligence Test and Reflection
SLO 3.7: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
   SLO 3.7.1 Assessment = Poverty Discussion
SLO 3.8: 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 (EC12 Texas PPR I, III).
   SLO 3.8.1 Assessment = Song Cards and Energizers PowerPoint
SLO 3.9: Candidates will explore Morning Meeting activities to enhance and create
a strong classroom community while teaching important concepts related to TEKS (EC12 Texas PPR II).

#### SLO 3.9.1 Assessment = Morning Meeting Cards Extra Credit

**PLO 4** Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).

SLO 4.1 = Candidates designs assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).

**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 reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).

<table>
<thead>
<tr>
<th>SLO 5.1.2 Assessment = Poverty Discussion</th>
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</thead>
<tbody>
<tr>
<td>SLO 5.1.3 Assessment = Multiple Intelligence Test and Reflection</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Quiz – Quiz over getting started module</td>
<td>5</td>
</tr>
<tr>
<td>To Be an Excellent Teacher Discussion</td>
<td>Since the main focus of this course is providing developmentally appropriate practices related to curriculum and instruction, take a moment to</td>
</tr>
</tbody>
</table>
reflect on the following. According to Copple and Bredekamp (2010), to be an excellent teacher means...

<table>
<thead>
<tr>
<th>Discussion Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Poverty in the Classroom Discussion</td>
<td>25</td>
</tr>
<tr>
<td>- You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards which will take place over a three week period. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part in order to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.</td>
<td></td>
</tr>
<tr>
<td>A framework for understanding Poverty Discussion</td>
<td>25</td>
</tr>
<tr>
<td>- You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards which will take place over a three week period. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part in order to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.</td>
<td></td>
</tr>
<tr>
<td>Teaching with Poverty in Mind Discussion</td>
<td>25</td>
</tr>
<tr>
<td>- You will have 3 excerpts from three different books to read and post your thoughts on the discussion boards. There will be three different discussion boards which will take place over a three week period. The book title will be listed on the board. The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part in order to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.</td>
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The instructions for each discussion board will be the same. Look at your grade and the rubric from the first week to increase your grades and solidify your understanding of the expectations. Dig deep. This will require thoughtful input on your part in order to earn the maximum points. Always remember you are having scholarly responses to peers. A minimum effort will earn minimal points.

<table>
<thead>
<tr>
<th>Multiple Intelligence Test and Reflection Discussion</th>
<th>25</th>
</tr>
</thead>
</table>
| Multiple Intelligences Test – Assess Your Own Thinking | **A.** What were the results of your test?  
**B.** How do you think your strengths will impact your teaching? Be specific.  
**C.** What can you do to ensure that your strengths do not dominate your teaching?  
**D.** How could a similar assessment for your students affect your instructional planning and implementation? | |

<table>
<thead>
<tr>
<th>Developmental Domains and Learning Paper</th>
<th>40</th>
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<tbody>
<tr>
<td>It is becoming common practice during the interview process for a teaching position, for an administrator to ask you to provide a written response to a provided question. As you write this paper, consider your audience. How will your knowledge of the aesthetic, affective, physical, and social developmental domains impact how you will plan for instruction in the core content areas (Literacy, Math, Science, Social Studies)?</td>
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<table>
<thead>
<tr>
<th>Differentiation Preplanning</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through varied, active experiences, teachers can foster learning in all children and support development in all ways of thinking. In classrooms where a center-based approach is used, providing opportunities for activities related to all eight intelligences is easy to achieve.</td>
<td></td>
</tr>
</tbody>
</table>
Unfortunately, a center-based approach is not always an accepted approach in primary classrooms due to a stronger focus on direct instruction instead. I would encourage you to find ways in your classroom to continue the use of centers or stations to promote the multiple intelligences of all children. Whether you are in a teaching situation where you can implement centers or not, I would like you to consider how to plan for direct instruction utilizing the eight intelligences.

<table>
<thead>
<tr>
<th>Content Area Literature Resource</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You will research literature to use in the content areas of Math, Science, and Social Studies. 2) For the grade level you picked you will have one fiction and one nonfiction for the content areas of Math, Science, and Social Studies. 3) In one of the content areas you picked, you must have a paired reading. See module for an explanation on paired reading.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Curricular Reading/Science Learning Center</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will create a cross-curricular reading/social studies learning center</td>
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</table>

<table>
<thead>
<tr>
<th>Literacy Lesson Plan</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will create a Literacy Workshop lesson plan. You will use the template located in the applicable dropbox. Please refer to the information in the module to assist you with creating your plans. You will choose a grade level (1-3) for your lesson plan.</td>
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<tr>
<th>Final Exam</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td>Question 1 - What theorists do you believe have influenced/impacted today’s curriculum and instruction models? Question 2 - What curriculum models do you believe have impacted the way we instruct students? What are the significant characteristics of the curriculum models you believe have made an impact? Question 3 - What have you learned about developmentally appropriate practices for planning and implementing curriculum and instruction in the primary grades?</td>
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</tbody>
</table>

**IV. Evaluation and Assessments (Grading):**
Grading Scale:
- >90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D * You must have at least a C to pass this course
- <60% = F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULES</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins 1/16, Ends 1/28</td>
<td>Getting Started Modules 1 -4</td>
<td>In addition to all reading material within the module, I have outlined content in your textbook below that corresponds with each module. All reading material will be part of your Final Exam.</td>
<td>Getting Started Quiz</td>
</tr>
<tr>
<td>Begins 1/29, Ends 2/4</td>
<td>Module 5 – To Be an Excellent Teacher</td>
<td>Only Modules</td>
<td>To Be an Excellent Teacher Discussion/Reflection</td>
</tr>
<tr>
<td>Begins 2/5, Ends 2/11</td>
<td>Module 6 PART ONE – A Community of Learners <em>Focus on Culture/Poverty</em></td>
<td>Only modules</td>
<td>Understanding Poverty in the Classroom Discussion</td>
</tr>
<tr>
<td>Begins 2/12, Ends 2/18</td>
<td>Module 6 PART TWO – A Community of Learners <em>Focus on Intelligence Preferences</em></td>
<td>Chapters one and two – pages 1-8</td>
<td>A framework for Understanding Poverty Discussion</td>
</tr>
<tr>
<td>Begins 2/19, Ends 2/28</td>
<td>Module 6 PART Three – A Community of Learners <em>Focus on Student</em></td>
<td>Chapter 4 pgs. 40–42, 48-70, 75-76</td>
<td>Teaching with Poverty in Mind Discussion</td>
</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Chapters</td>
<td>Additional Notes</td>
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<tr>
<td>2/25-3/4</td>
<td>Readiness/Interest: A Responsive Classroom</td>
<td>Chapter 3 pages 9-38</td>
<td>Multiple Intelligence Test and Reflection Discussion</td>
</tr>
<tr>
<td>3/5-3/25</td>
<td>Developmental Domains and Learning</td>
<td>Chapter 5 pages 77-86, Chapter 6 pgs. 129-133</td>
<td></td>
</tr>
<tr>
<td>3/26-4/8</td>
<td>Module 8 - Differentiating Instruction</td>
<td>Only modules</td>
<td>Developmental Domains and Learning Paper</td>
</tr>
<tr>
<td>4/16-4/22</td>
<td>Module 9 PART TWO – Understanding the Curriculum: Focus on Literature</td>
<td></td>
<td>Content Area Literature Resource</td>
</tr>
<tr>
<td>4/23-4/29</td>
<td>Module 10 - Planning for Instruction</td>
<td>Chapter 4- pages 52-76</td>
<td>Cross-curricular Reading/Social Studies Learning Center</td>
</tr>
<tr>
<td>4/23-4/29</td>
<td>Module 11 – Scaffolding Instruction</td>
<td>Chapter 6 pgs. 87-101</td>
<td>Literacy Lesson Plan</td>
</tr>
<tr>
<td>4/25-4/29</td>
<td>Module 12 – Final</td>
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<tr>
<td>4/30</td>
<td>Exam</td>
<td>Final Exam</td>
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<td>Ends</td>
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</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:


Recommended:


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.

VIII. Student Ethics and Other Policy Information:

**Lecture Class Professionalism**

Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade. Each teacher candidate is expected to:

- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
- become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in the syllabus. Regular class attendance and participation is required of all students even in the online course. You are expected to login daily to ensure you are update on all information. Students must attend and participate in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with other teacher candidates, and instructors/professors. Candidates in ECH 332 are expected to respond professionally to peers and faculty.

**Students with Disabilities**

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**

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 (3) incorporating the words or ideas of an author into one’s
paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, 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. 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.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at
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.

Live Text

There is NOT a Live Text assignment for this course.

Live Text is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a Live Text account, either through the University Bookstore or at www.livetext.com. 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 Live Text account. Please refer to the LiveText course module in d2L for more information on how to purchase the LiveText Field Experience Management Add-On.

IX. Other Relevant Course Information:

Assignment Policy

Students must read all assignments and be prepared to participate in discussions. All students are expected to complete assignments on the due date.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Work Policies

Late work is not accepted.