Instructor Information:

Erica S. Dillard

Course Time & Location: Web-Based (Online)
Office: 201E
Office Hours: Online Via D2L-Monday-Friday 11:30-12:30
*See Course Newsfeed for Additional Support Office Hours to Meet Individualized Needs
Phone: 936 468 2287; Cell Contact Provided in D2L
Credits: 2 hours
Email: D2L within course or dillarderica@sfasu.edu

I. Course Description:

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

Course Justification:

"Child Centered Environments" (2 hours credit) typically meets twice a week in 50 minute segments for 15 weeks, and also includes additional weekly observation time for completion of observations in the SFA Charter School during learning center time. For completer courses the meetings are web-based via extensive course modules and the observations are delivered via videos embedded within the course modules. Teacher candidates have significant weekly reading assignments, are expected to take regular quizzes, observation quizzes, a professional development assignment, two professional written pieces, and a conservation activity with a child. The course requirements take an average of four more hours of work each week outside of the time required for course attendance or content module engagement for completers. Completers are also required to attend a campus visit during the beginning of the semester which is usually scheduled for two days. Zoom sessions make the place of campus visits. Summer courses and web-based courses are not abbreviated courses. They are simply modified to be delivered in a virtual fashion or in a briefer timeframe (weeks as opposed to months for Summer). Additional Zoom meeting may be required at the beginning of the semester, prior to some units, and as needed during the semester.

Prerequisites:

Prerequisites: ECED 3210/ECED3110 (formerly ECH 328/ECH 328P; Taken Concurrently with ECED 3120 (Child Centered Environments

Diversity Statement

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the Vision, Mission, Goals, and Core Values and can be found at the following site:
http://www.sfasu.edu/education/about/mission.asp . The mission of this course is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the
specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community of in a classroom that explores the classroom environment of young children and interaction with students. Upon completion of this course the teacher candidates will have an understanding of the whole day in a classroom focusing on the portions of the day that involves students being active and engaged learners in their environment.

Upon completion of ECED 3220 and ECED 3120 the teacher candidates will be prepared to enter the classroom and the field experience classes to plan and interact in small group settings based on assessed needs.

Program Learning Outcomes & Student Learning Outcomes:

PLO 2: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
  - SLO 2.a.1 Assessment-D2L Course and Classroom Discussions PPR 1.1k; PPR 1.7k (TS3Cii); PPR 1.19k, 20k, 22k, 23k (TS3Cii); PPR 1.26k (TS5Ai); PPR 2.8s (TS4Dii) 9s, 10s; PPR 2.5k; PPR 2.9k; 2.22k (TS4Bii); PPR 1.26k (TS5Ai); PPR 2.18s (TS4Bii); PPR 2.19s; PPR 3.1s; PPR 3.4s (TS1Dii); PPR 5s; PPR 3.10s; PPR (TS4Bii); PPR 3.7k; PPR 4.3k; PPR 4.16k;
  - SLO 2.a.2 Assessment-Whole Child Paper PPR 1.14s (TS2Bi); PPR 2.2k (TS4Aiii); PPR 2.18s (TS4Bi; TS4Bii InTASC); Technology 7.12s. ISTE 5b
  - SLO 2.a.3 Assessment-Quizzes PPR 1.7k (TS3Ci); PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ci); 1.20s (TS1Bii); PPR 2.18s (TS4Bi); PPR 19s; 20s (TS1Biiii); PPR 2.2k (TS4Aiii); PPR 2.9k; PPR 2.19k (TS4Bi); 2.22k (TS4Bi); PPR 2.8s (TS4Dii), 9s, 10s; PPR 3.7k; ELAR 4.2s;
  - TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)

PLO 5: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- 5.c - Candidates participate in peer and professional learning communities to enhance student learning.
  - SLO 5.c.1 Assessment- Math PTT/Analysis Assignment PPR 3.1k; PPR 3.1s; 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 6.28, ISTE 4c;
  - SLO 5.c.2 Assessment-Conservation Materials/Interaction Assignment PPR 1.16k, 26k (TS5Ai) (InTASC); PPR 4.16k; MTH 5.20s;
  - SLO 5.c.2 Assessment-Quizzes PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ci); 20s (TS1Biii); PPR 3.7s, 8s, 9s, (TS1Eiii), 10s;
  - SLO 5.c.3 Assessment-Course/Classroom Discussions PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 1.26k (TS5Ai); PPR 1.12s, 13s, 14s (TS2Bi), 15s, 16s (TS1Ci); PPR 1.20s (TS1Bii); PPR 3.7s, 8s, 9s, (TS1Eiii), 10s; PPR 2.9s, 10s, 14s (TS4Ci); PPR 1.19k, 20k, 22k, 23k (TS3Ci); PPR 2.2k (TS4Aiii) (InTASC); PPR 2.5k; PPR 2.4s, 8s (TS4Dii), 9s, 10s; PPR 2.9k; 2.18k; PPR 2.8s (TS4Dii), 9s, 10s, 14s (TS4Ci); PPR 3.1k, 2k, 4k; PPR 3.1s; PPR 4.12s (TS6Aiiii); PPR 4.3k, 9k; PPR 4.12s (TS6Aiiii); PPR 4.9k;
  - TEKS System: Curriculum Alignment, Curriculum Standards, Understanding The TEKS Organization and Structure, Understanding the Verbs and Cognitive Rigor, TEKS Identification for Lesson Plans, Learning Objectives, ELPS, Lesson Planning Models (Learning Center Lesson Plan)
**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

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

**BACKGROUND CHECK** Your instructor will provide the most updated version of the form during the first class meeting. Each teacher candidate will complete the background check provided in class. Each student must submit a copy of his/her driver’s license along with the background check. See Course Directives for Online Students. (PLO 5)

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

**Classroom Assignments to Enhance Understanding:**

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

**PROFESSIONALISM** Teacher candidates will justify how they will earn their professionalism points throughout the semester by identifying characteristics and attitudes expected of them. (Final professionalism grading will be completed by professor at the end of the semester; This outcome could be a negative point value as a result of major professionalism issues.) (PLO 2/PLO 5)

**PROFESSIONAL DEVELOPMENT REFLECTION** Teacher candidates will attend a professional development type meeting or research online an area of interest that will further the teacher candidate’s knowledge of education and submit a report in D2L. (PLO 2)

**EDUCATING the WHOLE CHILD PAPER** Teacher candidates will conduct meaningful and in depth discussions of their own understanding of what it means to educate the whole child while thinking about information from ECH 328 and ECH 331. The candidates will compose a paper to detail individual understanding. (PLO 2)

**MATH CONSERVATION INTERACTION ASSIGNMENT** Teacher candidates will construct math manipulatives to help conduct an interaction assessment activity with a young child. (PLO 5)

**MATH PPT and ANALYSIS** Teacher candidates will read portions of the math text, work in a group, and construct a PPT to explain information to the other class member. An analysis will then be made of all group’s presentations to show the information covered and learned through the PPT investigation. (PLO 5)
LEARNING CENTER JUSTIFICATION PARENT LETTER Teacher candidates will compose an OVERVIEW of Learning Center Activities in the form of a parent letter, “Learning Center Justification” format and explanation provided. Plagiarism detections will be in place. (PLO 2)

*Note: There is no LiveText/Watemark assignment in this course. The LiveText/Watermark-FEM assignment is included in ECED 3120-Practicum.

ECED 3220 is a course that meets face-to-face and utilizes D2L information to deliver content and assess for understanding. Completer, Summer Courses, and Fall 2020 are taught totally online with D2L.

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

***Print or Digitally save your Course Timeline from your Syllabus and USE it and you will never miss an important due date.

TECNICAL SUPPORT

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

Know that if you intend to use a "dial-up" connection to access the internet for this course, please note that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course or watch the many videos you will find. Not being able to view all information is NOT a valid reason to miss requirements. Finding a browser on your computer that allows YouTube videos and other links to open quickly will save you much time.

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-based and you must plan on being able to use D2L regularly. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu.

IV. Evaluation and Assessments (Grading):

Assignments may be assessed using rubrics, scoring guides, and/or grading forms. The grading forms, rubrics, and checklists are located in D2L and should be reviewed before completing the assignment. Reviewing the rubric, grading form/scoring guide or requirements will allow you to know what grade you want to work toward in that specific assignment. The professor will rate assignments based on the learner's ability to intelligently convey his or her understanding of content, using proficient writing skills. Some assignments may 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. Zero point credit will be received for late or missed assignments. Late or missed work will result in reduced professionalism points as well.
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: Total points earned divided by total points possible. (Tentative Total Number of Points=635)

A = 90 -100% (635-569)
B = 80 - 89% (568-505)
C = 70 – 79% (504-442)
D = 69% - 60% (441-378)
F = 59% or below (Below 377)

DAILY READINGS /D2L Quizzes

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

SYLLABUS QUIZ (5 Points) (PLO 5/ PLO )
Use of Materials Agreement (5 Points) (PLO 5)
Profile (5 Points) (PLO 2/PLO 5)
MODULE QUIZ/LCA Background Info (25 Points) (PLO 2/PLO 5)
Educating the Whole Child Module Quiz (10 Points) (PLO 5)
Educating the Whole Child Paper (50 Points) (PLO 2)
LCA Picture Walk #1 (20 Points) (PLO 2/PLO 5)
LCA Picture Walk #2 (10 Points) (PLO 2/PLO 5)
MODULE QUIZ/Assessment (10 Points) (PLO 2)
MODULE QUIZ/Discovery Science (25 Points) (PLO 2/ PLO 5) TEKS System
TEXT The Young Child and Math QUIZ (10 Points) (PLO 5)
Math Group PPT (25 Points) (PLO 5)
Analysis Math PPT (25 Points) (PLO 2/PLO 5)
Math Conservation Interaction (25 Points) (PLO 2/PLO 5) TEKS System
MODULE QUIZ/Blocks (5 Points) (PLO 5)
MODULE QUIZ/Literacy Younger/Older (10 Points-Cumulative) (PLO 5) TEKS System
Additional LCA QUIZZES (20 Points) (Cumulative PLO 2/PLO 5)
Teacher Roles QUIZ (10 Points) (PLO 5)
LCA Justification Letter (200 Points) (PLO 2/ PLO 5)
Professional Development (15 Points) (PLO 5)
Course Professionalism (10 Points) (PLO 2/ PLO 5)
331 LECTURE REFLECTION/Scenario FINAL (100 Points) (Cumulative PLO2/PLO 5) TEKS System

V. Tentative Course Calendar of Assignments:

All dates and assignments are tentative. Alternate date changes may be given through D2L communications, or by revised calendar. Please note that most assignments are due by 11:59 PM in D2L. However, the course final may have a differing timeframe. Please note that MANY assignments are due Sunday night, but some assignments have due dates during the week as they may be important spirals for other assignments. It is your responsibility to follow your timeline and meet deadlines. You may not always receive a D2L alert.

DOWNLOAD OR PRINT YOUR SYLLABUS TIMELINE AND FOLLOW IT!!!

*Additional quizzes, discussions, or assignments may be included in D2L based on course needs. It is your responsibility to double check with D2L for due dates and times.

**You will notice, in the first 4-6 weeks, there are many quizzes. In order to get the background knowledge you need to complete the planning and creating of activities the 1st Six Weeks are filled with readings, videos, and observations. As a general rule the following weeks are spent USING the information presented and applying it to complete assignments.
# ECED 3220 LECTURE Online

## Tentative Course Timeline-Fall 2020

See Pages 9-11.

DOWNLOAD OR PRINT YOUR SYLLABUS TIMELINE AND FOLLOW IT!!! D2L may not always alert to assignments/quizzes. It is your responsibility to follow the following timeline as detailed unless revisions are provided by the instructor.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module/Information Covered</th>
<th>Actions Due (Quizzes-Assignments-Discussions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>GETTING STARTED SYLLABUS/TIMELINE LIVETEXT/APA</strong></td>
<td>Use of Materials Agreement <em>(Sun-Aug 30)</em>&lt;br&gt;Syllabus QUIZ <em>(Sun-Aug 30)</em>&lt;br&gt;PERSONAL PROFILE DISCUSSIONS <em>(Fri-Aug 28-Initial Post/Response Posts to Peers by Sun-Aug 30)</em></td>
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<tr>
<td><strong>August 24-</strong></td>
<td><strong>SYLLABUS/TIMELINE LIVETEXT/APA</strong></td>
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<tr>
<td><strong>August 30</strong></td>
<td><em>See Newsfeed for ZOOM Support Meeting</em></td>
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<td><strong>Week 2</strong></td>
<td><strong>WHOLE CHILD</strong>&lt;br&gt;DAP / PROGRAM GOALS / DIVERSITY / THEORY&lt;br&gt;How do all these issues guide you as a teacher?&lt;br&gt;WORK ON WHOLE CHILD PAPER (ESSAY) After completing Whole Child Module/Quiz; Work on Drafting your Whole Child Paper; Complete edits and final revisions BY SUNDAY SEPT 13 (MAJOR ASSIGNMENT!!)</td>
<td>MODULE QUIZ Whole Child <em>(Sun-Sept 6)</em>&lt;br&gt;WHOLE CHILD PAPER In Progress-Originality Reporting in Place</td>
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<td><strong>August 31-</strong></td>
<td><strong>WHOLE CHILD</strong>&lt;br&gt;DAP / PROGRAM GOALS / DIVERSITY / THEORY&lt;br&gt;How do all these issues guide you as a teacher?&lt;br&gt;WORK ON WHOLE CHILD PAPER (ESSAY) After completing Whole Child Module/Quiz; Work on Drafting your Whole Child Paper; Complete edits and final revisions BY SUNDAY SEPT 13 (MAJOR ASSIGNMENT!!)</td>
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<tr>
<td><strong>September 6</strong></td>
<td><strong>WHOLE CHILD</strong>&lt;br&gt;DAP / PROGRAM GOALS / DIVERSITY / THEORY&lt;br&gt;How do all these issues guide you as a teacher?&lt;br&gt;WORK ON WHOLE CHILD PAPER (ESSAY) After completing Whole Child Module/Quiz; Work on Drafting your Whole Child Paper; Complete edits and final revisions BY SUNDAY SEPT 13 (MAJOR ASSIGNMENT!!)</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>LCA BACKGROUND INFORMATION</strong></td>
<td>MODULE LCA Background Information Quiz <em>(Sun-Sept 13)</em>&lt;br&gt;LCA Picture Walk #1 QUIZ <em>(Wed-Sept 9)</em>&lt;br&gt;LCA Picture Walk #2 QUIZ <em>(Fri-Sept 11)</em>&lt;br&gt;Educating the WHOLE Child Paper in D2L DROPBOX (<strong>Sunday-Sept 13 MAJOR ASSIGNMENT</strong>)</td>
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<tr>
<td><strong>September 7-</strong></td>
<td><strong>LCA BACKGROUND INFORMATION</strong></td>
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<tr>
<td><strong>September 13</strong></td>
<td><strong>PICTURE WALKS</strong> Use classroom photos to explore LCAs.</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>DISCOVERY/SCIENCE CENTER</strong></td>
<td>MODULE QUIZ for Discovery and Science <em>(Sun-Sept 20)</em></td>
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<tr>
<td><strong>September 14-</strong></td>
<td><strong>DISCOVERY/SCIENCE CENTER</strong></td>
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<tr>
<td><strong>September 20</strong></td>
<td><strong>DISCOVERY/SCIENCE CENTER</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>ASSESSMENT</strong> Types...why...how to assess to guide teaching.</td>
<td>MODULE Assessment QUIZ <em>(Sun-Sept 27)</em>&lt;br&gt;*Teacher Candidates-Follow D2L Directives to Sign Up for Teacher Candidate Interviews <em>(TBA)</em></td>
</tr>
<tr>
<td><strong>June 8-</strong></td>
<td><strong>ASSESSMENT</strong> Types...why...how to assess to guide teaching.</td>
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<tr>
<td><strong>June 14</strong></td>
<td><strong>ASSESSMENT</strong> Types...why...how to assess to guide teaching.</td>
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<tr>
<td>Week 6</td>
<td>September 28 - October 4</td>
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<tr>
<td><strong>MATH BASICS</strong></td>
<td>Look at the math ideas of vocabulary, interaction, wrong answers, teacher roles, etc.</td>
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<tr>
<td><em>MATH GROUPS</em> - Directives will be provided in newsfeed/email for group formation...The instructor will either set the groups or direct candidates to do so based on course numbers.</td>
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</tbody>
</table>
| **The Young Child and Mathematics QUIZ** (p 1-47) (**Mon-Sept 28**)
| MATH Group PPT due in D2L by Friday (**Fri-Oct 2**)
| PPT Analysis due by Sunday (**Sun-Oct 4**)

<table>
<thead>
<tr>
<th>Week 7</th>
<th>October 5 - October 11</th>
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<tbody>
<tr>
<td><strong>MATH in the BEGINNING</strong> (Pre Numbers)</td>
<td>What math thinking comes before number? Work on Math Conservation Assignment to meet deadline.</td>
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<tr>
<td><strong>Math Conservation Interaction Assignment</strong> - (<strong>Mon-Sun Oct 11</strong> MAJOR ASSIGNMENT)</td>
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<thead>
<tr>
<th>Week 8</th>
<th>October 12 - October 18</th>
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</thead>
<tbody>
<tr>
<td><strong>Mid-Term for Fall 2020</strong> (NO MID-TERM EXAM for ECDC 3220)</td>
<td>BLOCKS</td>
</tr>
<tr>
<td>What is a block center and how can so many subject be integrated into it?</td>
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</tbody>
</table>
| **Block Module QUIZ** (**Sun-Oct 18**)
| See University Calendar - Last Day to Drop Course/Withdraw - See University Website for Details |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>October 19 - October 25</th>
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<tbody>
<tr>
<td><strong>LITERACY – YOUNGER</strong></td>
<td>What types of literacy in the classroom can help younger children develop in all literacy areas?</td>
</tr>
<tr>
<td><strong>LITERACY – OLDER</strong></td>
<td>What types of literacy in the classroom can help older children develop in all literacy areas?</td>
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</tbody>
</table>
| **Module QUIZ Literacy Younger** (**Sun-Oct 25**)
| **Module QUIZ Literacy Older** (**Sun-Oct 25**)

<table>
<thead>
<tr>
<th>Week 10</th>
<th>October 26 - November 1</th>
</tr>
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<tbody>
<tr>
<td><strong>ART/MUSCLE/MUSIC CENTERS</strong></td>
<td>What are art, muscle, and music centers, and how can they be integrated into content area centers?</td>
</tr>
</tbody>
</table>
| **MODULE ART/MUSCLE/MUSIC QUIZ** (**Sun-Nov 1**)

<table>
<thead>
<tr>
<th>Week 11</th>
<th>November 2 - November 8</th>
</tr>
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<tbody>
<tr>
<td><strong>TABLE GAMES &amp; DRAMATIC PLAY</strong></td>
<td>What is a table games center and dramatic play and how can all subject be integrated into those centers?</td>
</tr>
</tbody>
</table>
| **MODULE TABLE GAMES QUIZ** (**Sun-Nov 8**)
| **MODULE DRAMATIC PLAY QUIZ** (**Sun-Nov 8**)

<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 9 - November 15</th>
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<tbody>
<tr>
<td><strong>TEACHERS ROLES</strong></td>
<td>Investigate the different role of teachers included ongoing professional development.</td>
</tr>
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</table>
| **MODULE Teacher Roles QUIZ** (**Sun-Nov 15**)
| Professional Development Assignment (**Sun-Nov 15**)

<table>
<thead>
<tr>
<th>Week 13</th>
<th>November 16 - November 22</th>
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<tbody>
<tr>
<td><strong>TEACHERS ROLES</strong></td>
<td>LCA Parent Justifications Parent Letter Assignment due in D2L DROPBOX (<strong>Friday Nov 20-MAJOR ASSIGNMENT</strong>)</td>
</tr>
<tr>
<td>LCA Parent Justifications Parent Letter</td>
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<td>Take another look at morning meetings and the different parts.</td>
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<td>Week 14</td>
<td>Testing Information</td>
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<tr>
<td>November 30-Decemer 6</td>
<td>Thanksgiving Holiday Saturday, November 21 - Sunday, November 29</td>
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<tr>
<td>Week 15</td>
<td>Looking back-finalthoughts</td>
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<tr>
<td>December 7-December 11</td>
<td>Pull it all together in ECH 331 Looking back and making connections on main ideas in the course by using theorists.</td>
</tr>
</tbody>
</table>

VI. Required Text and Other Required Materials:

See the calendar above for lecture topics, readings, assignment dates.

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

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


2nd edition


(Used in ECH 328 and may be used in classes after 331)

3) All other required reading is located in the content modules of the course (Required).

*Other materials needed to complete this course:

- DAILY access to a computer/printer for assignments and quizzes in D2L
- card stock for directional guides, picture cards, song cards (practicum)
- materials needed to construct math conservation assessment
- materials needed to construct all other assignments

**LiveText/Watermark Statement: (Applies to PRACTICUM ONLY)**

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

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement: (Applies to PRACTICUM ONLY):** FEM is used for field experiences, practica, and internships in a way to document the offsite

**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: Found at http://www.sfasu.edu/policies/**

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

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements
shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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**

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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):**

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just
and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Relevant Course Information

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

- attending all class and face-to-face meetings in accordance with the policies of the university; checking in on D2L daily (missing class will cause professionalism grade to drop)
  http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;
  http://www.sfasu.edu/policies/academic_integrity.asp
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor/professor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date (LATE WORK does not receive points);
- participating appropriately in all class, DISCUSSION BOARD assignments, and face-to-face meetings;
- dressing professionally at all times when in the ECRC (face-to-face meetings—see ECHL Dress Code)
  Or Alternate observation/interaction sites;
- being professional in demeanor, attitude; with teachers and peers (in person or with written communications)
- communicating effectively with professor, teachers, and fellow classmates in all communication formats
- maintaining confidentiality at all times.

2.) Teacher Candidate Interviews

- Each Teacher Candidate will participate in a brief interview by faculty of the Elementary Education Department to assess oral communication skills and dispositions for teaching. Information for interview scheduling will be posted in the course. The Interviews for web-based courses are conducted virtually. Each Teacher Candidate must follow the directives in D2L to sign up for interviews as directed.

3.) Additional Information Specific to Course

In order to complete the course, ALL MAJOR assignments (major assignments are noted in course timeline) **must be completed by the end of the semester**. Missed quizzes are issued zero credit and will not be reopened. Quizzes are not major assignments. Of course, extenuating circumstances are always considered. Always contact your instructor regarding extenuating circumstances and Student Services if applicable.

**Late Work**— Late work receives no credit unless there is approval from the instructor. (Talk with teacher BEFORE it is late...not after.)
**Make-up Work Policy** — The decision whether to accept make-up work is at the discretion of the instructor (applies to work that would not fall under University Policy for Excused Absences). Generally, late assignments are issued **zero credit**, but late assignments may be issued partial credit if the instructor deems circumstances to be necessary. **No make-up work will be accepted after the final review has been posted.** It is important to submit make-up work in a timely manner. **Do see the posted detailed University Policy regarding excused absences as it will apply.**

**Attendance** — Attendance will be taken each class meeting day. Missed classes will adversely affect your final grade by causing professionalism grade to drop. *(Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.)* Being online regularly in a web-based course is expected to meet attendance expectations in a web-based course.

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

**For Summer and Web-based Courses-Remember...Summer and Web-based courses are not ABBREVIATED COURSES. You will experience the same amount of content as in a Fall or Spring F2F Course; however, you will complete the same amount of work Virtually and or in a much briefer timeframe (Summer). Teacher Candidates are expected to plan their time accordingly to meet the pacing of a Virtual Course and or Summer Session.**

**Course Resources:**

  o Language Arts, National Council of Teachers of English — http://www.ncte.org/  
  o The Science Teacher, National Science Teachers Association — http://www.nsta.org/  
  o Young Children, National Association for the Education of Young Children — http://www.naeyc.org/


• Websites-
  o Education Resources Information Center (ERIC) — www.eric.ed.gov
  o Texas Education Agency — www.tea.state.tx.us
  o Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc