Secondary Education and Educational Leadership

SED 371.001 and SED 371.002

Curriculum and Instructional Design for All Learners

Spring 2020

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Office Hours: MW 2:30-5pm
TR 9-9:25 am; 3:30-4:30 pm

Course Time/Location: Section 001 MW 1-2:15 pm ECRC 205
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Course prerequisites: HMS 203, SED 370, and admission to Teacher Education

I. Course Description: This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. This course also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students. This course also involves a field experience in local schools over the course of the semester. There is a critical assignment related to accountability and accreditation in this course which is collected in Livetext. This course is a prerequisite for SED 450, SED 450Lab, and SED 460.

Curriculum and Instructional Design for All Learners (3 credits) meets twice each week in 75-segments for 15 weeks and requires four in-class assessments. Outside of class work includes 10 fieldwork hours in classrooms, weekly readings, assignments, formative assessments, reflection papers, and an instructional design project including: a scope and sequence plan, a unit plan, and five lesson plans in students’ content area. Outside activities average a minimum of seven hours each week for 15 weeks.

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

II. Intended Program/Learner Outcomes
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

A. Program Learning Outcomes
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)

B. Student Learning Outcomes
At the end of this course students will be able to:
1. Demonstrate an understanding of the connection between various components of the Texas assessment program, the state-mandated curricula (TEKS, ELPS, CCRS) and instruction.
2. Demonstrate effective instructional planning at both the long-term level (including scope and sequence and unit planning) and short-term level (weekly and daily planning). (Training in TEKS)
3. Plan lessons and structure units so that activities progress in a logical sequence and support the state-mandated curricula. (Training in TEKS)
4. Plan developmentally-appropriate, meaningful instruction that encourages the use of higher-order thinking skills and that incorporate different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. (Training in TEKS)
5. Design various instructional strategies that promote active student engagement and learning based on students’ needs, and that incorporate varied activities and groupings appropriate to student levels. (Training in TEKS)
6. Write and use appropriate instructional objectives for effective teaching and learning. (Training in TEKS)

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Assessments, Instructional Strategies and use of Technology:

1. Course Quizzes and Final Exam (350 pts)- Students will have 3-4 quizzes worth approximately 50-100 pts. each. The format for each assessment will be discussed in class. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking. (Training in TEKS)

2. Interactive Notebook of Formative Assessments (80 pts.) Students will complete various types of formative assignments to process and reflect on learning gained from homework assignments, textbook readings, classroom instruction and discussion, and collaboration with partners and groups. (Training in TEKS) **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking, and the core value of Collaboration and shared decision-making.

3. Authentic Assessment- Instructional Design Project- Students will create the following parts of a instructional design project, part of which is required to be submitted in Livetext for accreditation purposes. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.

* A scope and sequence for their content area, including relevant state standards TEKS (50 pts)
* One unit plan that is part of their scope and sequence that includes TEKS, ELPS, and CCRS standards that will also be uploaded into Livetext (100 pts)
* Five detailed lesson plans that are part of the unit plan, that include TEKS, ELPS, and CCRS standards that will also be uploaded into Livetext (125 pts)
* Answers to reflection questions about the entire planning process which will be uploaded into Livetext (60 pts)

**A WH (Withheld) grade will be given in this course until the required FEM/LiveText assignments are submitted.

As part of the instructional planning format, students are required to list the appropriate standards from ALL of the following state of Texas educational standards:
Texas Essential Knowledge Skills (TEKS), English Language Proficiency Skills (ELPS) and Career and College Readiness Skills (CCRS) and are available at:
http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

4. Classroom Observations/Tutoring of Special Needs Students plus Reflection Questions (70 pts.) Each SFA student will complete 5-7 clock hours at local area secondary schools observing and working with special needs learners as part of his/her field experiences for this course (50 pts.). These hours will be submitted into the FEM Livetext electronic system for Perkins College of education accreditation verification. A hard copy of the time sheet with appropriate NHS teacher/administrator signature (70 pts.) and answers to four reflection questions (20 pts.) will be submitted at the completion of the field experience. **Supports the PCOE core value of Service that enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3. **A WH (Withheld) grade will be given in this course until the required FEM/LiveText assignments are submitted

5. Observations of Content Classes at Secondary Schools plus Reflection Questions (70 pts.) Each SFA student will observe 3-5 clock hours (at least 3 different teachers) at secondary schools as part of his/her field experiences for this course and answer reflection questions at the end of the field experience. SFA students must provide their own transportation. These hours will be submitted into the FEM Livetext electronic system for Perkins College of Education accreditation verification. A copy of the time sheet with appropriate NHS teacher/administrator signature (50 pts.) and answers to 3 reflective questions (30 pts.) will be uploaded into Livetext for verification. **Supports the PCOE core value of Service that
enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3. **A WH (Withheld) grade will be given in this course until the required FEM/LiveText assignments are submitted

6. Professional Dispositions Evaluation (inc. attendance, tardies, and participation) (100 pts) At this point in each student’s professional development, the Secondary Education Program expects pre-service candidates to demonstrate a wide range of professional dispositions, including: regular attendance, on-time arrival to class, active class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration without reminders from the instructor. Sleeping, texting, or use of other electronic devices in class including phones when not a part of a classroom activity are not acceptable behaviors, will be evaluated as a lack of professional behavior, and will reflect on your professional dispositions grade. As a professional teacher, you will be responsible for other peoples' children – choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training. Remember, you are developing professional dispositions that will define you for the course of your career.

A. Attendance Policy- Students are expected to attend all classes, arrive on time, sign in, and actively participate in class. Students are allowed two “personal days” that they may take at their discretion, but only with prior notification. You may notify the instructor by phone, email, or during class time. Exam days are excluded from this policy. Work that is due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically.

Each unexcused absence besides the 2 personal days will result in a 30 pt. deduction from your professional dispositions grade. At 5 unexcused absences, you will fail this course.

B. Tardy Policy- Five points will be deducted for each tardy for tardies over 10 minutes unless there is an extenuating circumstance. **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.

7. Professional Growth Opportunities (20 pts. each). Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long Learning.

1. Failure Clause: You may immediately earn an “F” in BOTH SED 450 and SED450 Lab due to the following reasons:
   - You take, consume, buy, sell, provide or have in your possession alcohol or illegal drugs in any form, at any time on a school campus or at an event where you are receiving field experience hours or class credit.
   - You falsify any records or documents, including hour sheets
   - Your placement site teacher or administrator asks for you to be removed
   - You have violated state or federal law
   - You have violated The Code of Ethics and Standard Practices for Texas Educators
   - You have violated school and/or district policy
   - You have violated university policy
   - Any other egregious acts of non-professional behavior
   - You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
   - You have accumulated 5 unexcused absences in this course. (Two tardies of over 10 minutes will count as one absence.)
   - In SED 450Lab, you have not completed your required number of field experience hours, 30 hours for Music/DFHH/ Special Ed. majors, and 50 hours for all other majors.

2. **Students who earn a “D” or “F” in any SED 450 course must re-take the course and make at least a “C” to move forward. Students who earn a “D” or “F” in SED 450 or SED 450 Lab will NOT be allowed in Clinical Practice (Student Teach). They are required to re-apply for the internship SED 450/SED 450Lab and to meet with the Department Chair and Secondary Program coordinator before re-applying.
Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes proper use of Standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects the quality of your desire to be a professional educator. All submitted work should be typed unless otherwise noted.

IV. Evaluation and Assessments (Grading):

- Course quizzes 350 pts
- Interactive Notebook and assignments 80 pts
- Curriculum and Instruction assignments (submitted in Live Text) 335 pts
- Tutoring and Reflection Questions (Hours submitted in FEM) 70 pts
- Observations and Reflection Questions (Hours submitted in FEM) 70 pts
- Attendance, Tardies, and Professional Dispositions 100 pts
- Final Exam 100 pts.

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

V. Tentative Course Outline/Calendar:

- Week # 1: The Teacher’s Role; Characteristics of Effective Teaching
- Week # 2: Constructivist Classroom; Memory and Learning
- Week # 3: Student-Centered Strategies; Active and Passive Learning
- Week # 4-5: Working with Special Needs Students
- Week # 6: Multi-sensory Learning and Differentiated Instruction
- Week # 7: Taxonomies of Learning; Methods of Differentiating Instruction
- Week # 8: Differentiating Instruction for Special Populations
- Week # 9: State standards-TEKS, ELPS, CCRS, Cross-Disciplinary;
- Week # 10-11: Instructional Planning: Scope and Sequence, Unit Planning
- Week # 12: Models of Instruction
- Week # 13: Models of Instruction and the Lesson Cycle
- Week # 14: Effective Communication; Questioning strategies
- Week # 15: Flexible Grouping and Cooperative Learning

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

3. **Required: LiveText/Watermark FEM Account:** 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 e-mail 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.

4. **Required: Livetext/FEM by Feb. 15** In this course, you must activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. Failure to activate the account and/or submit the required field experience hours and assignments within the FEM system may result in course failure. FEM will be used in SED 371, SED 372, SED 450Lab and in Clinical Practice (Student Teaching). FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

5. **A 2 inch three-ring binder plus 4-6 dividers**

7. Access to a K-12 state-adopted textbook in your content area. You may borrow a text or check one out from Steen Library 4th floor.

VII. Other Research-Based Readings Provided in Class:


VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program planning improvement, planning, and accreditation 2. Instruction evaluation purposes 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the 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 the final grades are posted.

IX. Student Ethics and Other Policy Information:

**Class Attendance: Policy 6.7**

Regular, punctual attendance, documented participation, and 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. 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 university 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.
A. Personal Days- Students are expected to attend all classes, arrive on time, sign in, and actively participate in class. Students are allowed two "personal days" that they may take at their discretion, but only with prior notification. You may notify the instructor by phone, email, or during class time. Exam days are excluded from this policy. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically.

B. Excused Absences- You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. UNEXCUSED ABSENCES- Every unexcused absence besides the 2 personal days will result in a 30-point deduction. At 5 unexcused absences, you will fail this course. This is the same rule as in SFA Student Teaching. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.

D. Tardies- Two tardies will count as one absence. This is the same rule as in SFA Student Teaching.

E. LATE WORK POLICY- Missed exams and quizzes may only be re-scheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work on major grades will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately. Late work of assignments worth more than 20 points may be accepted up to a week late by the professor with a 30% penalty.

F. Academic Accommodation for Students with Disabilities: Policy 6.1 and 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/

G. 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, plagiarism, and falsifying documents. 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 field experience hour records and 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, re-submission 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).
H. Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

I. Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

J. 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.


K. 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 TEExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

4. For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

L. Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Use of Personal Technology

Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time, and will result in a reduction in your participation grade. During class we will have “on” and “off” times. Most of the time in class will be an “off” time; during these “off” times we will have electronics-free discussions and your phones/electronic devices should not be used. Assume we’re in a technology “off” time, unless otherwise stated. We will purposefully pull out laptops or tablets during “on” times when we have activities that require technology. Cell phones should be off and away during class. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Let me know if there is an emergency that affects your need for using a phone during class time.

Discussions

Discussions will take place at table groups and as a whole class. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other’s ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and
make the classroom safe for different perspectives. Consider these behavioral practices and cautions to support active
listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to
hear the exact words the speaker is saying; reflecting back what you hear; responding to others’ ideas by extending,
supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support
your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters.
Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things,
conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives
without understanding those of the speaker.¹

M. Undergraduate Teacher Certification
The “Undergraduate Initial Teacher Certification Handbook”, available on-line at the college of Education website contains all
policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know
and understand the policies and procedures outlined in this handbook.

N. Contacting Your Instructor
Students should expect a response from your instructor to emails and phone calls within 24-48 hours from their contact efforts,
between Monday 10 am - Friday at 5 pm, except for school holidays and when instructors are attending out of town
meetings/conferences.

¹ In constructing this syllabus I drew heavily on the ideas of several people and appreciate their generosity: Vicki Thomas of
Stephen F. Austin state University; Erik Byker of The University of North Carolina at Charlotte and Chauncey Montesano of
The University of Michigan;