Stephen F. Austin State University
Department of Education Studies
MLGE 4240, Mathematics in Middle Grades
Course Syllabus
Fall 2021

INSTRUCTOR INFORMATION

Instructor: Mark S. Montgomery, Ph.D.
Office Location: ECRC 2095
Email: montgomems@sfasu.edu
Office Phone: 936-468-1697
Office Hours: M: 1-2; T: 3-5; W: 1-2; Th: 1-2; (all online) additional by appointment

COURSE INFORMATION

Course Time: Online
Course Location: Online
Credit Hours: 2

Students can expect a response to emails and phone calls within 24-48 hours, Monday - Friday.

I COURSE DESCRIPTION
Current trends, practices, and research pertaining to the teaching of mathematics in the middle school.

II PREREQUISITES
Admitted to Teacher Education; enrolled in Field Experience I.

III DIVERSITY STATEMENT
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

IV COURSE JUSTIFICATION
MLGE 4240, "Mathematics in Middle Grades," (2 credits, fully online) spans 16 weeks. The course contains an extensive look at equity issues, content, and pedagogy related to teaching in the mathematics classroom. Students are expected to read course texts and participate in module activities. In addition, two required ZOOM meetings are required at the end of reading each of the course texts. During this meeting, students will participate in discussion related to the text content. Students will also create content to demonstrate mastery of course content, create a problem-solving online activity that connects mathematics to careers, and take a written final. These activities average at a minimum of 2 hours of work each week to prepare outside of the module hours.

V PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1: The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1; InTASC 1, 8).

Element A: Knowledge of Young Adolescent Development

- SLO 1.1 The teacher candidate will understand the impact of identity, learning environment, culture, family, and communities on middle level mathematics.
  - Assessments - Flipgrid Introduction; Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter (AMLE 2; InTASC 4, 5, 6, 8).

Element A: Subject Matter Content

- SLO 2.1 The teacher candidate demonstrates depth in mathematics content knowledge which includes but is not limited to: numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic reasoning; geometry and spatial reasoning; measurement; and probability and statistics (4/8 Texas Mathematics ST I, II, III, IV).
  - Assessment - Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World
Element B: Interdisciplinary Nature of Knowledge

- SLO 2.2 The teacher candidate demonstrates knowledge and understanding about the history, structure, and evolving nature of mathematics and its effects on society (4/8 Texas Mathematics VI).
  - Assessment - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics; ZOOM Book Study: Making Sense of Mathematics for Teaching; Final Exam

- SLO 2.3 The teacher candidate demonstrates the ability to create a learning experience that is relevant, challenging, integrative, and exploratory while enhancing the student’s ability to think critically and to problem solve (4/8 Texas Mathematics ST VII).
  - Assessment - Real-World Mathematics

Element C: Middle Level Student Standards

  - Assessment - Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics

PLO 3 The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (AMLE 3; InTASC 3).

Element A: Middle Level Philosophical Foundations

- SLO 3.1 - The teacher candidate demonstrates knowledge about the philosophical foundations of developmentally responsive approaches to mathematics pedagogy (4/8 Texas Mathematics ST V, VI, VII).
  - Assessment - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics

PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4; InTASC 2, 3, 6, 7, 8).

Element A: Content Pedagogy

- SLO 4.1 The teacher candidate will implement and assess the mathematical processes and content which includes but is not limited to: numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic reasoning; geometry and spatial reasoning; measurement; and probability and statistics (4/8 Mathematics I, II, III, IV, VII, VIII).
  - Assessment - District Discipline Analysis; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics; Final Exam

Element B: Middle Level Instructional Strategies

- SLO 4.2 The teacher candidate demonstrates the ability to create mathematics learning experiences that encourages exploration, problem solving, creativity, and critical thinking to enhance young adolescent engagement (4/8 Texas Mathematics ST VII).
  - Assessment - Real-World Mathematics

Element C: Middle Level Assessment and Data-formed Instruction

- SLO 4.3 The teacher candidate explores the implications of formative and summative assessments to inform pedagogical approaches (4/8 Texas Mathematics ST VIII).
  - Assessment - Content Choice Boards 1-6; Real-World Mathematics; Final Exam

PLO 5 The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals (AMLE 5; InTASC 9; 10).

Element C: Working with Family Members and Community Involvement

- SLO 5.1 - The teacher candidate explores and reflects on the value of working with the community (4/8 Mathematics ST VI).
  - Assessment - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics

Element D: Dispositions and Professional Behaviors

- SLO 5.2 - The teacher candidate understands the importance of being a reflective practitioner committed to continuous professional growth and development in the teaching of mathematics (4/8 Texas Mathematics ST V, VI).
  - Assessment - Mathematics Learning Autobiography; ZOOM Book Study: The Impact of Identity; Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Final Exam
ASSIGNMENTS, PROJECTS & EVALUATION

VI COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

- Flipgrid Introduction (PLO#1; SLO#1.1) Candidates introduce themselves to the learning community and search for connections with peers. (Technology: Flipgrid)
- Rights of the Learner (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1) Candidates explore the Rights of the Learner framework and apply it to student learning. (Technology: Infographic)
- Mathematics Learning Autobiography (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1, 5.2) Candidates will explore their own relationship with mathematics through writing. (Technology: Document)
- District Discipline Analysis (PLO#1,2,3,4,5; SLO#1.1, 2.2, 3.1, 4.1, 5.1) Candidates will analyze a Texas school district’s discipline data to determine fairness. (Technology: Free Choice)
- Parent Connection (PLO #1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1) Candidates create item, activity, or event to connect parents to classroom. (Technology: Free Choice)
- Book Study #1: Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices (PLO #1,2,3,5; SLO #1.1, 2.2, 3.1, 5.1, 5.2) Candidates discuss themes and impact of course text. (Technology: ZOOM)
- Content Choice Boards 1-6 (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2) Candidates will engage with middle level mathematics content and teaching pedagogy and will show learning and impact of course reading materials. (Technology: Free Choice)
- Book Study #2: Making Sense of Mathematics for Teaching Grades 6-8 (PLO #2,3,4,5; SLO #2.1, 2.2, 2.4, 3.1, 4.1, 5.2) Candidates discuss themes and impact of course text. (Technology: ZOOM)
- Real-World Mathematics (PLO #1,2,3,4,5; SLO #1.1, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1) Candidates will create a digital exploration for students to explore how mathematics instruction is connected to a career, using a digital platform. (Technology: Google Slides)
- Final Exam (PLO#2,4,5; SLO#2.2, 4.1, 4.3, 5.2) Candidates will use the information learned from the course material, course discussions, course assignments, and personal research to identify and explain their philosophy of teaching, learning, and assessing mathematics, including how this philosophy impacts their future teaching and development as a professional educator. (Technology: Document)
- Professionalism Candidates participate fully in course which includes, but is not limited to, submitting all work in by due date, participating in discussion and ZOOM sessions as an active member, and maintaining qualities expected of a professional teacher candidate (see PROFESSIONALISM, page 10).

VII EVALUATION AND ASSESSMENTS (GRADING)

Grades will be assigned per the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in DZL. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student need when appropriate. No extra assignments will be made; existing assignments may be revised.

1. (5 pts.) Flipgrid Introduction (PLO#1; SLO#1.1)
2. (7 pts.) Rights of the Learner (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1)
3. (7 pts.) Mathematics Learning Autobiography (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1, 5.2)
4. (7 pts.) District Discipline Analysis (PLO#1,2,3,4,5; SLO#1.1, 2.2, 3.1, 4.1, 5.1)
5. (7 pts.) Parent Connection (PLO #1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1)
6. (5 pts.) Book Study #1: The Impact of Identity in K-8 Mathematics (PLO #1,2,3,5; SLO #1.1, 2.2, 3.1, 5.1, 5.2)
7. (6 pts.) Content Choice Board #1: Fraction Operations and Integer Concepts and Operations (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
8. (6 pts.) Content Choice Board #2: Ratios and Proportional Relationships (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
9. (6 pts.) Content Choice Board #3: Equations, Expressions, and Inequalities (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
10. (6 pts.) Content Choice Board #4: Functions (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
11. (6 pts.) Content Choice Board #5: Measurement and Geometry (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
12. (6 pts.) Content Choice Board #6: Statistics and Probability (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
13. (5 pts.) Book Study #2: Making Sense of Mathematics for Teaching Grades 6-8 (PLO #2,3,4,5; SLO #2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1)
14. (7 pts.) Real-World Mathematics (PLO #1,2,3,4,5; SLO# 1.1, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1)
15. (10 pts.) Final Exam (PLO#2,4,5; SLO#2.2, 4.1, 4.3, 5.2)
16. (4 pts.) Professionalism

Total Possible Points are based on #s 1 - 16. The point total and points needed for an A, B, C, or F will be adjusted to meet the quizzes/activities/discussions/assignments assigned and completed. Candidates are
expected to complete assignments on or before the due date shown on the Tentative Course Timeline. To be eligible to receive an “A” in the course, ALL assignments must be completed and submitted on, or before the due date, or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned (Turning in assignments late or missing quizzes will prevent you from earning an “A” in ELED 4320). Your final grade will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

Late Work & Professionalism Points
1. First late assignment - accepted without penalty or loss of professionalism point.
2. Every subsequent assignment will be accepted with a 15% late penalty as long as the assignment is submitted within 7 calendar days of original due date. Assignments not submitted within 7 days will not be accepted for grading.
3. For every two late assignments submitted, the candidate will lose one professionalism point.
4. Loss of one professionalism point will occur for every assignment not attempted.
5. Deduction of other professionalism points may be at the discretion of the instructor based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79%</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>74% or fewer</td>
<td>0-74</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR ADVANCEMENT IN TEACHER EDUCATION
To take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher Education). Students failing to maintain at least a 2.5 G.P.A. will be dropped from professional education courses.

TENTATIVE COURSE TIMELINE

VIII TENTATIVE COURSE TIMELINE (see separate timeline for dates)

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Introduction to the Course and Learning Community</td>
<td>Read Timeline and Syllabus</td>
<td>Flipgrid Introductions and Response to at least 3 Peers’ Video Introductions (due by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Module 1 and participate in all module activities</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2: Rules and Responsibilities in Teaching &amp; Learning Mathematics</td>
<td>Read Module 2 and participate in all module activities</td>
<td>Rights of the Learner Rules and Responsibilities Infographic (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3: Rethinking Mathematics Learning, Identity, and Equity</td>
<td>Read Part 1 of IMPACT text and participate in all module activities</td>
<td>Mathematics Learning Autobiography Assignment (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Impact of Identity</em>: Chapters 1-3 (pgs. 3-39)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4: Rethinking Equity-Based Practices</td>
<td>Read Part 2 of IMPACT text and participate in all module activities</td>
<td>District Discipline Analysis (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Impact of Identity</em>: Chapters 4-6 (pgs. 43-81)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5: Rethinking Engagement with Families and Communities</td>
<td>Read Part 3 of IMPACT text and participate in all module activities</td>
<td>Parent Connection (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Impact of Identity</em>: Chapters 7-Epilogue (pgs. 85-119)</td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>Topic(s)</td>
<td>Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 6: A Call for Making Sense of Mathematics for Teaching</td>
<td>Read and participate in all module activities</td>
<td>Book Study #1 ZOOM Meeting: Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices - TUESDAY 6:30-8:00pm</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 7: Fraction Concepts &amp; Operations</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 1: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 8: Ratios and Proportional Relationships</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 2: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Module 9: Equations, Expressions, and Inequalities</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 3: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Module 10: Functions</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 4: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 11: Measurement and Geometry</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 5: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 12: Statistics and Probability</td>
<td>Read and participate in all module activities</td>
<td>CHOICE BOARD 6: Content Understanding and Application (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 13: Connecting Mathematics to Real-World Problem-Solving</td>
<td>Read Module 13 and participate in all module activities</td>
<td>Book Study #2 ZOOM Meeting: Making Sense of Mathematics for Teaching Grades 6-8 - TUESDAY 6:30-8:00pm</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 13: Connecting Mathematics to Real-World Problem-Solving</td>
<td>Read Module 13 and participate in all module activities</td>
<td>Real-World Mathematics (due in Dropbox by Sunday @ 11:30pm)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Module 14: Final Exam/Wrapping Up</td>
<td>Read Module 14 and participate in all module activities</td>
<td>Final Exam due in Dropbox by Friday @ 11:30pm</td>
</tr>
</tbody>
</table>

**Weeks:** MLGE 4240 modules are current for one week beginning on Monday and continuing through Sunday; other than initial discussions, most assignments are not due until 11:30pm CST on Sunday evenings. Assignments submitted after the due date will be penalized 15%. Acceptance of late work is at the discretion of the instructor. Late work will not be accepted one week past the original due date of the assignment without prior instructor approval. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. There will be no exceptions.

**ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**IX READINGS**

**REQUIRED:**

*The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices*

by Julia Aguirre, Karen Mayfield-Ingram, & Danny Bernard Martin

Supplemental Resources/Suggested Readings:

i) Online Resources
   a. National Council of Teachers of Mathematics [www.nctm.org]
   b. American Mathematical Society — [www.ams.org]
   c. Association for Women in Mathematics — [www.awm-math.org]
   d. Internet4Classrooms — [www.internet4classrooms.com]
   e. The Mathematical Association of America — [www.maa.org]
   g. Pearson Prentice Hall — [www.phschool.com]
   h. Pearson Welcome K-12 AP Teacher! — [www.pearsonhighered.com/educator/K-12_AP_teacher.page]
   i. Texas Council of Teachers of Mathematics — [www.tctmonline.org]
   j. Texas Education Agency, TEKS - [www.tea.state.tx.us/teks/index.html]

ii) Journals
   c. *Instructor*, Scholastic, Inc. — [http://www.scholastic.com/teachers/instructor]
   g. *Teaching Children Mathematics*, National Council of Teachers of Mathematics — [www.nctm.org]
   i. *Young Children*, National Association for the Education of Young Children — [www.naeyc.org/]

i) Books & Articles
c.c. Texas Education Agency. (2009). *Texas essential knowledge and skills (TEKS)*.

**END OF COURSE**

**X 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.

**UNIVERSITY POLICIES**

**XI STUDENT ETHICS AND OTHER POLICY INFORMATION (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.

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; and/or;
    - helping or attempting to help another in an act of cheating or plagiarism.
- **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; and/or,
    - 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).

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. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

STUDENT CODE OF CONDUCT: POLICY 10.4
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well.

Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

- **STUDENT SUPPORT**
  SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

  o **On-campus Resources:**
    - SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 936-468-2401
    - SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

  o **Crisis Resources:**
    - Burke 24-hour Crisis Line: 1-800-392-8343
    - Suicide Prevention Lifeline: 1-800-273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

### ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION

#### XII 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/
<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.

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

ADDITIONAL COURSE INFORMATION

XIII ADDITIONAL RELEVANT COURSE INFORMATION

• REPEATING THIS COURSE POLICY:

If you are repeating MLGE 4240, then ALL of your work must be original to the repeated course. That
means work from a previous semester of MLGE 4240 may not be resubmitted in the repeated course.
Work of any kind submitted from a prior semester will receive a score of “0” with no redo available.

• PROFESSIONALISM

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely
affect the candidate’s grade. Candidates are subject to loss of professionalism points and/or a
course letter grade for behavior unbecoming a professional teacher candidate as determined by
instructor discretion. Each teacher candidate exhibits professionalism by:
• attending/participating in all class meetings in accordance with the policies of the university;
http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and
plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
• contacting the professor prior to missing a class assignment;
• 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;
• completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
• submitting ALL WORK in order to complete this course;
• being prepared for quizzes and exams;
• participating intelligently in all class discussions;
• completing the end-of-course online evaluation;
• being professional in demeanor, attitude; and
• maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who
have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers
remain positive and promote change for efficiency in teaching will also be considered to promote
professionalism. Being negative is not considered professional.

• NONDISCRIMINATION
“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)