I. Course Description:

Examination of science curriculum for grades EC-6 with an emphasis on inquiry-based practices, trends and research for teaching science.

Course Justification:

ELED 3240 “Science Teaching Methods” (2 credits; fully online) spans five weeks. This course requires engaging in online modules and completing associated assignments such as discussions, quizzes, and writing essays and responses. Students will have daily-required readings from the textbook and will have 10 chapter tests associated with the textbook as well as a 50 question final exam. Science content will be reviewed extensively, and students will be expected to write a standards-based science lesson plan. Students will examine inclusion from the general education science teacher’s perspective and will explore scenarios from the inclusion teacher’s perspective in a mainstreamed science classroom. These activities will average at a minimum of 10 hours per week beyond the one to two hours of time spent on online modules.

Prerequisites: admission into Educator Preparation.

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:

Teaching elementary science is a hands-on /minds-on learning opportunity for teacher candidates at SFASU. It is our intent in the College of Education to prepare professional educators who positively affect learning for all students and graduate productive citizens and successful leaders. This science methods course supports the Mission of the College of Education by providing teacher candidates an opportunity to work with EC-6 public school students as we prepare them to become competent, successful, caring and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations. Another goal is to collaborate with external partners to enhance student’s knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit. Teacher candidates learn to assess, plan, and implement instruction at appropriate levels. They also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. The teacher candidates at SFASU become reflective professionals who have experience planning appropriate instruction for diverse student learners.

Program Learning Outcomes and Student Learning Outcomes:

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

SLO 1.1 Candidates will know and understand the history and nature of science (EC6 Texas Science ST VI).

SLO 1.1.1 Assessment – Position Statements (NSTA); Nature of Science – (6.2k, 6.3k, 6.10k, 6.3s).

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SLO 1.2 – Candidates will understand how students learn in science and how science interacts with and influences personal and societal decisions (EC6 Texas Science ST IV, VII).

SLO 1.2.1 Assessment – Raising and researching Butterflies. Personal and societal decisions – (7.1k, 7.3k, 7.4k, 7.7k, 7.1s, 7.4s, 7.6s). PPR – 4.15s

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

SLO 2.2.1 Assessment – Lesson Sample/Lesson Plan Rubric Assignment (implementing unpacking TEKS, PPR – (1.21k). (SCIENCE 7.1k, 7.3k, 7.4k, 7.5k, 7.7k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k; PPR 1.18k, 1.18s, 4.15k; InTASC 5p, 9n; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 7.11s [ISTE 3d]). (SCIENCE 1.3s, 2.2s, 2.3s, 2.9s, 3.5s, 3.6s, 3.7s, 3.8s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.8s, 4.9s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 6.3s, 7.1s, 7.4s, 7.6s, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18s, Technology 4.11s [ISTE 7b]. (SCIENCE 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 4.6s, 4.16s, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18k, 1.18s, 4.14s; InTASC 5p 9n; Technology 7.11s [ISTE 3d]) (SCIENCE 1.1s, 4.3k, 4.4k; PPR 1.21k, InTASC 7c) (SCIENCE 3.11s, 5.1s, 5.2s, 5.3s, 5.5s, 5.7s, 5.8s)

SLO 2.2.2 Assessment – Raising Butterflies Journaling & Research Assignment –(SCIENCE 2.10s, 3.5k, 3.2s, 4.12k, 4.7s; PPR 1.18s, 2.17k, 4.15s; InTASC 3o, 9n; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 4.1s [ISTE 1c], 4.11s [ISTE 7b, 7c], 7.11s [ISTE 3d]) (SCIENCE 1.5k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 4.11s [ISTE 7b, 7c], 7.11s[ISTE 3d]) (SCIENCE 3.11s, 5.1s, 5.2s, 5.3s, 5.5s, 5.7s, 5.8s) (SCIENCE 1.3s, 2.2s, 2.3s, 3.5s, 3.6s, 3.8s, 4.1s, 4.2s, 4.6s, 4.12s, 4.13s; PPR 1.21k, 2.10k, 2.17k; InTASC 3d, 3k, 3o, 7c, 10o)

SLO 2.1 – Candidates will understand use of tools, materials, equipment, and technologies and manage classroom, field, and laboratory activities to ensure the safety of all students and ethical care and treatment of organisms and specimens (EC6 Texas Science ST I, II).

SLO 2.1.1 Assessment – Guidelines for Classroom Safety and Science Safety Standards (NSTA); Safety and School Science Instruction, Responsible Use of Animals (Position Statements, NSTA); Texas Science Safety Standards K-12 (Dana Center/TEA; Live Plants and Animals in the room; Science Resource Packet; BBBB/Wetland Adventure Field Investigation Teaching Situations (same as SLO 1.2.1). Safety - (1.2k, 1.4k, 1.7k, 1.8k, 1.1s, 1.3s). Tools, materials, equipment & technology – (2.5k, 2.6k, 2.2s, 2.3s, 2.9s). PPR – (1.28k, 1.18s) (2.10k, 2.17k).

SLO 2.2 – Candidates will know and understand theoretical and practical knowledge of science teaching including the process of scientific inquiry and its role in instruction (EC6 Texas Science ST IV, III)

SLO 2.2.1 Assessment – Modified Science Process Skills Assignment; Science Resource Packet; Position Statements (NSTA); TEKS defined; Wetland Adventure/BBBB Field Investigations. Theoretical and Practical knowledge – (4.3k, 4.4k, 4.5k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.14k,4.1s, 4.4s, 4.5s, 4.6s, 4.8s, 4.10s. 4.12s, 4.13s, 4.14s, 4.15s,4.16s). Process of Science Inquiry – (3.4k, 3.5k, 3.4s, 3.6s, 3.7s, 3.8s).

SLO 2.3– Candidates will know and understand the TEKS in physical science, life science, earth, and space science and will use unifying concepts and processes that are common the science content appropriate (EC6 Texas Science ST VIII, IX, X, XI). Life Science – (9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s,9.16s, 9.17s, 9.21s)

SLO 2.3.1 Assessment– Science Diagnostic Assessment Quiz (SCIENCE 2.5k, 2.6k, 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k,)
SLO 2.4 – Candidates will know and use varied and appropriate assessment practices (formative/summative) to monitor science learning (EC6 Texas Science ST V). Science Resource Packet (Process Skills); Wetland Adventure/BBBB Field Investigations. Appropriate assessment – (5.1k, 5.3k, 5.4k, 5.5k, 5.7k, 5.8k, 5.10k, 5.11k, 5.1s, 5.2s, 5.3s, 5.5s,
### III. Course Assignments, Activities, Instructional Strategies, use of technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief explanation</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnostic science test</strong></td>
<td>Assessment of science content knowledge which will be assessed on the EC6 state certification exam.</td>
<td>38</td>
</tr>
<tr>
<td><strong>Raising Butterflies Journaling &amp; Research Assignment</strong></td>
<td>Obtain, observe and document the metamorphosis of the Painted Lady Butterfly. A complete daily journal will be submitted at the end of the semester.</td>
<td>100</td>
</tr>
<tr>
<td><strong>5E Lesson Plan</strong></td>
<td>Create a differentiated standards-based 5E lesson plan (based on a specific classroom scenario) that fulfills the requirements of a rubric.</td>
<td>100</td>
</tr>
<tr>
<td><strong>10 Chapter Quizzes</strong></td>
<td>Quizzes will cover the information in the textbook chapters.</td>
<td>10 @ 10 points each</td>
</tr>
<tr>
<td><strong>Safety Scavenger Hunt</strong></td>
<td>Survey of the Texas Science Safety Standards</td>
<td>20</td>
</tr>
<tr>
<td><strong>Getting Started Quiz</strong></td>
<td>A summary explaining how science teachers overcome educational and physical barriers to provide exceptional science teaching for ALL students.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Getting to know you</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>NSTA Position Statement Students with Exceptionalities summary</strong></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
<td>1. Discussion post on effective ways to assess our students in science. AND 2. Discussion post on using STEM to engage our students.</td>
<td>2 @ 20 points each</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>Comprehensive over material covered in the textbook.</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>478</td>
</tr>
</tbody>
</table>
IV. Evaluation and Assessments (grading):

Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

V. Tentative Course Calendar:

All Modules will open on Monday mornings on the date listed on the tentative timeline. See course calendar for due dates. All assignments are due by 11:59 PM on the due date (Sunday midnight), with the exception of the Butterfly Journal and final exam. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned.

<table>
<thead>
<tr>
<th>Week</th>
<th>List of what you need to accomplish this week</th>
<th>Important Due Dates this week</th>
</tr>
</thead>
</table>
| Week 1     | 1. Read chapters 10 and 2 in your textbook and take the chapter quizzes. 2. Read the Module titled Butterfly Observation and Journal. 3. Order and begin observing your butterfly larva. 4. Create your butterfly journal to record your observations. You may use a word doc or PowerPoint. Or you may use free electronic resources such as Wakelet or livebinders.com. 5. Complete the Science Content Diagnostic Test in D2L. | • Quizzes over chapter 10 and 2 due Sunday, May 23rd by 11:59 PM.  
• Science Content Diagnostic Exam due Sunday, May 23rd by 11:59 PM.  
• Getting to Know You Discussion due Sunday, May 23rd by 11:59 PM.  
• Getting Started Quiz due Sunday, May 23rd by 11:59 PM. |
| Week 2     | 1. Read chapters 1 & 3 in your textbook and take the chapter quizzes. 2. Continue observing butterfly larva and recording your observations in your butterfly journal. 3. Complete the Science Safety Scavenger Hunt in D2L. 4. Dropbox Assignment: summary of the NSTA position statement Students with Exceptionalities. | • Quizzes over chapters 1 & 3 due Sunday, May 30th by 11:59 PM.  
• Dropbox summary of NSTA Position Statement Students with Exceptionalities due Sunday, May 30th by 11:59 PM.  
• Science Safety Scavenger Hunt due Sunday, May 30th by 11:59 PM. |
| Week 3     | 1. Read chapters 4 & 5 in your textbook and take the chapter quizzes. 2. Continue observing butterfly chrysalis and recording your observations in your butterfly journal. | • Quizzes over chapters 4 & 5 due Sunday, June 6th by 11:59 PM.  
• 5E Lesson plan due Sunday, June 6th by 11:59 PM. |
# VI. Required Text and Materials:


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## Week 4
**June 7-13**

1. Read chapters 6 & 7 in your textbook and take the chapter quizzes.
2. Continue observing butterflies/chrysalis and recording your observations in your butterfly journal.
3. Discussion post on effective ways to assess our students in science.

- Quizzes over chapters 6 & 7 due Sunday, June 13th by 11:59 PM.
- Complete the Assessment Discussion post in D2L Due Sunday, June 13th by 11:59 PM.

## Week 5/6
**June 14-24**

1. Read chapters 8 & 9 in your textbook and take the chapter quizzes.
2. Continue observing butterflies and recording your observations in your butterfly journal.
3. Discussion post on using STEM to engage our students.

- Quizzes over chapters 8 & 9 due Sunday, June 20th by 11:59 PM.
- STEM Discussion post due in D2L Sunday, June 20th by 11:59 PM.
- Butterfly journal due in D2L Friday, June 22nd by 11:59 PM.

## June 25 (Friday)
**Final Exam**

- Opens in D2L 11:59 PM June 24th and closes at 11:59 PM July 25th

Butterfly farm includes:

- 5 baby caterpillars and nutritious caterpillar food
- Pop-up, reusable 12-inch tall mesh habitat
- Chrysalis Holding Log
- Flower-shaped Butterfly Feeder
- Sugar Packets
- Feeding dropper
- STEM Butterfly Journal with learning activities
- Caterpillar Quick Guide (you can also download the instructions here)
- READ ME insert with helpful caterpillar-raising tips

You may also order from here. You will have to build or order a flight cage for your butterflies and you may not receive everything you need in one kit.

You will need to order your butterfly larvae when class begins so that you have time to observe the entire metamorphic process take place.

Resources:

Journals


American Scientist, Sigma XI, the Scientific Research Society — www.americanscientist.org

ChemMatters, American Chemical Society — www.acs.org/


Exceptional Children, Council for Exceptional Children — www.cec.sped.org

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Other Resources


Texas Education Agency. *Texas Essential Knowledge and Skills (TEKS)*.

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ONLINE RESOURCES

Center on Instruction, RMC Research Corporation — www.centeroninstruction.org
Education Resources Information Center (ERIC) — www.eric.ed.gov
Searchlight, The University of Texas at Austin — http://searchlight.utexas.org
Texas Education Agency — www.tea.state.tx.us
USGS Education, U.S. Department of the Interior —
VII. Course Evaluations:

Near the conclusion of each semester, students in the 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 COE 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:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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 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.

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**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 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 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 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**

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 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.


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

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

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:

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

L.Kahn May 2021
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.
IX. Other Relevant Course Information:

**ATTENDENCE:**
Daily logins, and participation in all modules within this course, will be monitored. Regular participation is critical to your success in the course.

**ASSIGNMENT POLICY:**
All students are expected to complete assignments on the due date shown on the Tentative Course Calendar. In order to receive an 'A' in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned.

**MAKE-UP WORK POLICY:**
The decision whether to accept make-up work is at the discretion of the instructor.

**LATE WORK POLICY:**
No late work will be accepted.