MLGE 3210. 501, Learner-Centered Middle Schools
COURSE SYLLABUS
Fall 2023

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Professor Lexa Jack</th>
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</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Virtual</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Lexa.kincaid-jack@sfasu.edu">Lexa.kincaid-jack@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>512-970-5441</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M-Th 9am-11am</td>
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SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Online</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Online</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>2</td>
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COURSE BULLETIN DESCRIPTION
This course introduces teacher candidates to the process of lesson planning for the different content areas in the middle grades. Best practice strategies are examined and applied to best meet the needs of the adolescent, middle school student.

COURSE JUSTIFICATION
MLGE 3210 (2 credits; fully online) spans 15 weeks. This course contains the same content as the face-to-face MLGE 3210 course. The face-to-face class requires approximately two hours per week in a classroom. Therefore, begin with scheduling two hours per week towards this course. Additionally, at least two to three hours should be spent working on homework/readings/lesson plans. Teacher candidates will utilize time: analyzing the Texas Essential Knowledge and Skills (TEKS); reading module pages and articles; viewing informational videos; writing detailed lesson plans; and taking quizzes. It is recommend budgeting, at the very least, three to four hours per week towards this course. Some weeks/modules will require more time than others will.

CO-REQUISITES (Courses taken with this course.)
MLGE 3301, MLGE 3210 and READ 3340 C or higher required for all courses; failure to achieve a C or higher in MLGE 3301 will delay proceeding to Field I Semester.

PRE-REQUISITES (Courses that must be completed before taking this course.)
NONE

PCOE 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.

SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
Each assignment in MLGE 3210 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

### VISION OF THE COLLEGE OF EDUCATION
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

### MISSION STATEMENT OF THE COLLEGE OF EDUCATION
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

### VALUES OF THE COLLEGE OF EDUCATION

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
### PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

**PROGRAM LEARNING OUTCOME (PLO) 2: Young Adolescent Development**: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents. (AMLE 2)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>SLO 2.1 Candidates will demonstrate an understanding of the difference between goals/objectives, instructional alignment, vertical/horizontal alignment, state assessment requirements, alignment of TEKS/STAAR, organization of the Texas Essential Knowledge and skills (TEKS), and can breakdown and analyze specific TEKS into the thinking, process, and content contained in each</td>
<td>SLO 2.1.1 Assessment - Write lesson objectives which include a measurable degree component to assess students in both formative and summative ways.</td>
<td>(PPR 1.12s, 13s)</td>
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<tr>
<td>SLO 2.2 Candidates will demonstrate an understanding of the organization of the English Language Proficiency Standards (ELPS) including the introduction, district responsibilities, and student expectations in learning strategies, listening, speaking, reading, and writing in all proficiency levels</td>
<td>SLO Assessment 2.2.1 - Write language objectives and include strategies within lesson plans to meet the needs of the ESL student</td>
<td>(PPR 1.12s, 13s, 14s; TS2Bi)</td>
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**PROGRAM LEARNING OUTCOME (PLO) 4: Middle Level Instruction and Assessment**: Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. (AMLE 4)

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<th>STUDENT LEARNING OUTCOMES</th>
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<th>POINTS</th>
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<tr>
<td>SLO 4.1 Candidates will demonstrate knowledge and competency of middle level pedagogy including modeling active, purposeful, challenging, exploratory, integrative and relevant approaches to meet the needs of the diverse middle level learner and will understand engaging learning strategies, lesson pacing, adjusting</td>
<td>SLO 4.1.1 Assessment- Communicate clear directions for the middle level learner to follow as part of a standards-based learning station.</td>
<td>(PPR 3.1s)</td>
<td></td>
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<td></td>
<td>SLO 4.1.2 Assessment- Demonstrate a formative assessment teaching strategy which provides for timely feedback to students.</td>
<td>(PPR 3.13k)</td>
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</table>
instruction based on feedback, lesson flexibility, how to communicate expectations, providing clear, accurate communications, skilled questioning, directions, and the role of feedback/constructive feedback.

SLO 4.2 Candidates will demonstrate an understanding of the levels and verbs in Bloom’s Taxonomy and apply this understanding to lesson planning.

SLO 4.3 Candidates will apply knowledge prerequisite skills, using resources, and integrating technology into three different lesson plan models, including the 5 E plan, the Workshop Plan, and the Teaching Schema for Master Learners plan to design and develop quality, standards-based lesson plans.

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<thead>
<tr>
<th></th>
<th>SLO 4.2.1 Assessment - Write lesson objectives in which the verb is aligned to the thinking level in the TEKS</th>
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<td>(PPR 1.19k, 12s)</td>
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<tr>
<td></td>
<td>SLO 4.3.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.</td>
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<td>(PPR 1.21k; 1.1s, 2s, 3s, 5s, 6s, 7s, 12s, 14s, 19s, 21s; 2.3s; 3.6k, 8k, 9s; TS1Bi, TS2Bii, TSCiii, TS1Ci, S3Bi, TS1Ai, TS2Bi, TS1Bii, TS1Ai, TS2Bi, TS1Ci, TS1Di, TSiEiii)</td>
</tr>
</tbody>
</table>
### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCLASSROOM REQUIREMENTS

This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.  
Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.
GRADING SCALE FOR PREFIX/COURSE NUMBER

Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<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>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
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Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).

You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of 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](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](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.

WORK POLICY EXPECTATIONS

- Late Work — Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy — The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy — Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
- Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

Academic Honesty: Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
• Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

Appearance: Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

Assigned Responsibilities: While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

Attendance: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

• When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

Professional Demeanor: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

Punctuality: Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

**CONSEQUENCES OF UNPROFESSIONALISM**

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

• 1st Professionalism Behavior Concern – Email from course instructor
• 2nd Professionalism Behavior Concern – Meeting with course instructor
• 3rd Professional Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**TEXAS EDUCATORS’ CODE OF ETHICS**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

### QCLASSROOM REQUIREMENTS

**This course does not require that you submit assignments to Q Classroom.**

Q Classroom is a 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.

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course. *(Add attendance grade policy if applicable to this course.)*

### CERTIFICATION/LICENSING REQUIREMENTS

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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

1. 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/licensng requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.**

2. 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.**
**SECTION V: TENTATIVE COURSE TIMELINE**

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by...

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
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</table>
| Week 1     | Syllabus & Timeline/Getting Started Module | 1. Quiz: Syllabus (20 pts)  
2. Getting to know you Discussion (10 pts) |
| Week 2     | TEKS Module       | 1. Read the TEKS module  
2. TEKS Analysis dropbox assignment (10 pts)  
3. Quiz: TEKS (10 pts) |
| Week 3     | Middle Level Curriculum Module | 1. Read the Middle Level Curriculum Module  
2. Read Chapter six textbook  
3. Exploring district curriculum discussion (20 pts)  
4. Ideal Middle Level Curriculum dropbox assignment (20 pts) |
| Week 4     | The Lesson Plan Introduction Module | 1. Read the Introduction to Lesson Plan Module  
2. Timing your lesson video discussion (10 pts)  
3. Dissecting the Lesson Plan dropbox assignment (20 pts)  
4. Read Chapter nine Textbook |
| Week 5     | Bloom's Module   | 1. Read the Bloom’s Taxonomy module  
2. Dropbox: Bloom’s Assignment I (10 pts) and II (10pts)  
3. Quiz: Bloom’s (10 pts) |
| Week 6     | Writing Lesson Purpose/Objectives Module | 1. Read the Writing Lesson Purposes/Objectives Module  
2. Dropbox: Lesson Purpose (15 pts)  
3. Quiz: Lesson Purposes (10 pts) |
| Week 7     | The ELPS and the Language Purpose Module | 1. Read the ELPS and Language Purpose Module  
2. Dropbox: ELPS Assignment (10pts)  
3. Dropbox: Language Purpose (20 pts) |
| Week 8     | Questioning, Directions and Strategies | 1. Read the Questioning, Directions and Strategies Module |
| Week 9 | Assessment Module | Read Chapter eight textbook  
1. Read the Workshop Lesson Plan Module  
2. Practice Workshop lesson plan dropbox assignment (50 pts)  
3. Quiz: Workshop(10 pts) |
|--------|-------------------|-----------------------------|
| Week 10 | Workshop Lesson Plan Module | 1. Read the Workshop Lesson Plan Module  
2. Practice Workshop lesson plan dropbox assignment (50 pts)  
3. Quiz: Workshop(10 pts) |
| Week 11 | 5E Lesson Plan Module | 1. Read the 5E Lesson Plan Module  
2. Practice 5E lesson plan dropbox assignment (50 pts)  
3. Quiz: 5E (20 pts) |
| Week 12 | An Explicit Approach(Teaching Schema) Lesson Plan | 1. Read the Explicit Approach Lesson Plan Module  
2. Practice Teaching Schema lesson plan dropbox assignment (50 pts)  
3. Quiz: Teaching Schema (10 pts) |
| Week 13 | Lesson Plan Assignment (300 points)  
This lesson plan must be original and different from the practice plans you have written previously in this course. Please read the instructions in D2L carefully and review the classroom scenario often while designing your plan. | Email link OR mail binder this week. (100 pts) |
| Week 14 | Work on and finalize Lesson Planning Binder. | Reflection |
| Week 15 | Final Reflection | |

**SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**READINGS**


**COURSE REFERENCES**


Wisconsin Department of Public Instruction. *Strategic Learning in the Content Areas.* Madison, WI: Wisconsin Department of Public Instruction.

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**Q CLASSROOM STATEMENT**

This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

**SECTION VII: COURSE EVALUATIONS**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

*As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!* In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**SECTION VIII: OTHER RELEVANT COURSE INFORMATION**

<table>
<thead>
<tr>
<th>REPEATING THIS COURSE POLICY</th>
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<tbody>
<tr>
<td>If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may <strong>not</strong> 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. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nondiscrimination</th>
</tr>
</thead>
</table>
| “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

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| If opportunities for research or bonus assignments are offered in the course, please add here. |  |
SECTION IX: UNIVERSITY POLICIES

STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

<table>
<thead>
<tr>
<th>STAFF ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance, Policy 6.7</td>
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<tr>
<td>ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6</td>
</tr>
<tr>
<td>Academic Accommodation for Students with Disabilities, Policy 6.1</td>
</tr>
<tr>
<td>Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6</td>
</tr>
</tbody>
</table>

STUDENT ACADEMIC DISHONESTY: Policy 4.1

https://www.sfasu.edu/docs/policies/4.1.pdf

WITHHELD GRADES: Policy 5.5

Course Grades (Including WH), Policy 5.5

FINAL COURSE GRADE APPEALS BY STUDENTS: Policy 6.3

Final Course Grade Appeals by Students, Policy 6.3

STUDENT CODE OF CONDUCT: Policy 10.4

Code of Student Conduct and Academic Integrity, Policy 10.4

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.

On-campus Resources:

- SFASU Counseling Services, www.sfasu.edu/counselingservices, Health and Wellness Hub (corner of E. College and Raguet), 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