I. Course Description: This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. It also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students.

II. Course Justification: SEED 5314 spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

III. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

In support of the College of Education’s Conceptual Framework, this course seeks to instill in all candidates the notion that learning is a process of continuous transformation and teacher education is a lifelong process. Today’s schools offer many challenges to teachers seeking to implement effective, responsive instruction. To meet these challenges, teachers need to infuse learner-centered principles into all aspects of curriculum, planning, and assessment. They must create learning communities that foster critical thinking and life-long learning.

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

This course fulfills the highlighted college values and program learning outcomes: College of
Education Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change.
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

Program Learning Outcomes:
1. The candidate will be able to evaluate technology usage in today’s school classrooms.
2. The candidate will be able to evaluate issues of cultural diversity, social justice, and critical pedagogy.
3. The candidate will be able to evaluate educational research.
4. The candidate will be able to analyze theories of curriculum, instruction and assessment.

Student Learning Outcomes. Students in this course will:
- critically analyze course readings by completing written reading logs
- create a scope and sequence for a course within his/her certification area
- design instruction around learner-centered principles
- design instruction around learner-centered principles that are culturally responsive
- understand and apply curricular theory for planning and instruction

Perkins College of Education 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.

The 13 competencies tested by the TExES PPR

The content of the course will reflect the 13 areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities certification test of the Texas Examinations of Educator Standards (TExES). We will examine material in the context of how it applies to appropriate professional practice as well as its relationship to the 13 competencies.

Domain I: Designing Instruction and Assessment to Promote Student Learning
- Competency 003: B – H
- Competency 004: A, F, G, J-N

Domain II: Creating a Positive, Productive Classroom Environment
- Competency 005: D

Domain III: Implementing Effective, Responsive Instruction and Assessment
- Competency 007: A-D
- Competency 008: A-E
• Competency 009: D, G
• Competency 010: A-E

Full text available at the following website:
http://www.sbec.state.tx.us/SBECOnline/standtest/texes/allppr.pdf

TExES ELL Standards
In this course, the following Texas ELL standards/competencies are covered:

**Competency 001:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Competency 002:** The ESL teacher understands the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.

**Competency 003:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

**Competency 004:** The ESL teacher understands how to promote students' communicative language development in English.

**Competency 005:** The ESL teacher understands how to promote students' literacy development in English.

**Competency 006:** The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum. **Competency 007:** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

**Competency 008:** The ESL teacher understands the foundations of ESL education and types of ESL programs.

**Competency 009:** The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

**Competency 010:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

IV. Readings:
- Required readings will be posted via D2L.

V. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Reading Logs</td>
<td>Students will compose a 2-3 page reflective summary on assigned readings. In addition to speaking to each reading’s major themes, students will also reflect upon and analyze specific topics that seem especially relevant to them or they feel are particularly critical for facilitating student learning in the public schools.</td>
<td>15%</td>
</tr>
</tbody>
</table>
Module Discussions and Activities | Students will participate in module discussions. Students are responsible to communicate within their cohort groups to discuss the topics. | 15%

Unit Plan | Students will create a 2-3 week unit plan within their chosen content area (Math, Science, Social Studies, etc.) based on the Texas state-adopted curriculum (TEKS), English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS). | 15%

Lesson Plans | Using the unit plan created earlier in the course, students will create five consecutive lesson plans for one week of the unit. | 10%

Assessment Examples | Students will create assessment samples to accompany their lesson plans. | 15%

Instructional Design Plan | Students will put together a complete instructional design plan that includes the following: unit outline, school-community profile, lesson plans, assessments, unit reflection. Elements previously completed in class should be revised and included in the final project. The final project must be submitted to the dropbox in D2L. | 20%

Observation Hours | You will be required to complete 30 hours of observation and maintain a log. At the end of the semester, you will need to upload the log in QClassroom in D2L. | 10%

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.
VI. Tentative Course Outline/Calendar SEED 5314-501 Check D2L for updates!

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Intro &amp; Module 1</td>
<td>Read Syllabus + Group Form Learning Theory Comparison Chart</td>
<td>September 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Zoom Call #1 August 31&lt;sup&gt;st&lt;/sup&gt; @ 6:30 pm</td>
<td></td>
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<tr>
<td></td>
<td>Reading Log One</td>
<td>September 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Module 2</td>
<td>Reading Log Two</td>
<td>September 17&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Unit Plan</td>
<td>September 24&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Module 3</td>
<td>Reading Log Three</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Zoom call #2 Sept, 28&lt;sup&gt;th&lt;/sup&gt; @ 6:30 pm</td>
<td></td>
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<tr>
<td></td>
<td>Module 3 Discussion Board</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Lesson Plan One</td>
<td>October 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Module 4</td>
<td>Formative Assessment Examples</td>
<td>October 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>Rubric Example</td>
<td>October 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Lesson Plans Two &amp; Three</td>
<td>October 22&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Module 5</td>
<td>Traditional Assessment Example</td>
<td>October 29&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Zoom call #3 October 26&lt;sup&gt;th&lt;/sup&gt; @ 6:30 pm</td>
<td></td>
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<tr>
<td></td>
<td>Performance Assessment Example</td>
<td>November 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Module 6</td>
<td>Module 6 Discussion Board</td>
<td>November 12&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Differentiation Assignment</td>
<td>November 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Module 7</td>
<td>Instructional Design Plan</td>
<td>November 26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Zoom call #4 Nov. 30&lt;sup&gt;th&lt;/sup&gt; @ 6:30 pm</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>EdTPA Q &amp; A</td>
<td>December 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Observation Log &amp; Reflection due &amp; uploaded in D2L and QClassroom</td>
<td>December 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**LAST DAY TO SUBMIT ALL WORK**

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically
evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

A. Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

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 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.

B. 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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student
enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

C. Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D. Withheld Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

E. Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More
information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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.

F. Certification/Licensing Requirements

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

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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.texes.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.

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.

IX. Other Relevant Course Information:

A. Students Experiencing Food Insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

B. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.

2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.
6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255) or 988 (national suicide hotline)
• Crisis Text Line: Text HELLO to 741-741