COURSE SYLLABUS
Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Tracey Covington Hasbun, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209G</td>
</tr>
<tr>
<td>Email</td>
<td>Please always contact me through email within the course in D2L</td>
</tr>
<tr>
<td>Office Phone</td>
<td>(936) 468-2904</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M 10:00-1:00 T-1:00-2:00 W-10:00-11:00 *All office hours are virtual</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Contact Info:</td>
<td>Alternate email address: <a href="mailto:tlcovington@sfasu.edu">tlcovington@sfasu.edu</a> Only use this address is D2l is not working properly.</td>
</tr>
</tbody>
</table>

SECTION 1: COURSE INFORMATION

| COURSE TIME AND LOCATION: | Online via Brightspace/D2L |
| COURSE MODALITY          | Online                       |
| CREDIT HOURS:            | 3                             |

COURSE BULLETIN DESCRIPTION
A study of the development and enhancement of receptive and expressive language and early literacy skills in early childhood with an emphasis on the connections between language and literacy.

COURSE JUSTIFICATION
ECED 5320, Language and Literacy in ECH, (3 credit hours) spans 16 weeks with online delivery. Students have weekly reading assignments and are expected to participate in Discussions, Dropbox assignment, and Quizzes. Course activities will require a minimum of 6 hours per week.

CO-REQUISITES (Courses taken with this course.)
N/A

PRE-REQUISITES (Courses that must be completed before taking this course.)
*Admission to Graduate School

SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT
Each assignment in ECED 5320 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) 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. (NAEYC 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1a Candidates demonstrate an understanding of the developmental period of children birth through age 8 in the domain of language.</td>
<td>SLO 1a Primary and Secondary Language Development Quiz SLO 1a Guided Observations Assignment SLO 1a Reading Reflection 3-Second Language Learners SLO 1a Discussion 3-Preschool Second Language Learners SLO 1a Reflection 1-Environments that Promote Emerging Literacy (including oral language development)</td>
<td>1a 1a 1a 1a</td>
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<tr>
<td>SLO 1b Candidates demonstrate an understanding that each child is an individual with unique variations, strengths, challenges, and abilities.</td>
<td>SLO 1b Guided Observations Assignment</td>
<td>1b</td>
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<tr>
<td>SLO 1c Candidates demonstrate an understanding that child development and learning occurs in multiple contexts that include family, culture, language, school, and society.</td>
<td>SLO 1c Primary and Secondary Language Development Quiz SLO 1c Reading Reflection 3-Second Language Learners SLO 1c Discussion 3-Preschool Second Language Learners SLO 1c Reflection 1-Environments that Promote Emerging Literacy (including oral language development)</td>
<td>1c</td>
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**PROGRAM LEARNING OUTCOME (PLO) 2: Family-Teacher Partnerships and Community Connections:** Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They(c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies. (NAEYC 2)

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<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tr>
<td>SLO 2b Candidates demonstrate and understanding of various ways to develop partnerships with families.</td>
<td>SLO 2b Fostering Partnerships Discussion</td>
<td>2b</td>
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SLO 2c Candidates provide community resources to support families and young children’s literacy development.

SLO 2c Language and Literacy Resources Database
SLO 2b Fostering Partnerships Discussion

PROGRAM LEARNING OUTCOME (PLO) 3: Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues. (NAEYC 3)

STUDENT LEARNING OUTCOMES

ASSESSMENTS/ASSIGNMENT DESCRIPTION

ASSOCIATED STANDARDS

POINTS

SLO 3b Candidates examine a wide-range of assessment tools used with young children

3b Guided Observations Assignment
3b Simulated Language Sessions Assignment
3b Discussion 6: Assessments

3b
3b
3b

SLO 3c Candidates demonstrate practice of an assessment that is appropriate to document developmental progress which includes observing children in play and spontaneous conversation.

3c Guided Observations Assignment

3c

PROGRAM LEARNING OUTCOME (PLO) 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. (NAEYC 4)

STUDENT LEARNING OUTCOMES

ASSESSMENTS/ASSIGNMENT DESCRIPTION

ASSOCIATED STANDARDS

POINTS

SLO 4c Candidates demonstrate an understanding of various developmentally appropriate, culturally and linguistically relevant teaching skills, strategies, and/or curriculum.

4c Discussion 4-DAP/Standards/Curriculum
4c Reading Reflection 4-DAP and Emergent Literacy
4c Reading Reflection 3 Second Language Learners
4c Discussion 3-Preschool Second Language Learners

4c
4c
4c
4c

PROGRAM LEARNING OUTCOME (PLO) 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies,
They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. (NAEYC 5)

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<th>POINTS</th>
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<tbody>
<tr>
<td>SLO 5a Candidates apply their knowledge of early learning standards to make decisions about early childhood curriculum.</td>
<td>SLO 5a DAP/Standards Discussion</td>
<td>5a</td>
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PROGRAM LEARNING OUTCOME (PLO) 6: Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. (NAEYC 6)

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<tr>
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<th>POINTS</th>
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<tr>
<td>SLO 6c Candidates engage in continuous collaborative learning to inform practice</td>
<td>SLO 6c Introduction (Getting to Know You Discussion) SLO 6c Connections between Language and Literacy Discussion SLO 6c Preschool Second Language Learners Discussion SLO 6c DAP/Standards Discussion SLO 6c Fostering Partnerships Discussion</td>
<td>6c</td>
<td></td>
</tr>
<tr>
<td>SLO 6d Candidates demonstrate critical perspectives and develop intentional, reflective practices.</td>
<td>SLO 6d Reading Reflections 1-5 SLO 6d Simulated Language Assessments (Reflective portion) SLO 6d Final Exam</td>
<td>6d</td>
<td></td>
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<tr>
<td>SLO 6e Candidates demonstrate strong communication skills to work with colleagues</td>
<td>SLO 6e Introduction (Getting to Know You Discussion) SLO 6e Connections between Language and Literacy Discussion SLO 6e Preschool Second Language Learners Discussion SLO 6e DAP/Standards Discussion SLO 6e Fostering Partnerships Discussion</td>
<td>6e</td>
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The assignments in the course are associated with discussions, dropbox activities, and quizzes. The following point values are associated with each assignment:

- Syllabus Statement Discussion: 5 points
- APA Practice: 5 points
- Guided Observations / Reflection: 25 points
- Language Development Quiz: 25 points
- Language/Literacy Resources: 25 points
- Simulated Language Assessment: 25 points
- Reading Reflections (5@20): 100 points
- Research Discussion Boards (7@10): 70 points

(This does not include the Getting Acquainted Discussion. While no points are earned for this Discussion, it must be completed in order to pass the course.)

- Final Research Paper: 50 points
### 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 document should be submitted, unless otherwise indicated, so that I can provide feedback within your actual document.). 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. Late work receives zero points.

However, 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.

For those courses with a required time log for field hours, both a paper and electronic record must be completed. The electronic time log must be completed after each field experience using the time log provided in 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.

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

<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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</tbody>
</table>

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.

All teacher candidates must follow the TX Educators Code of Ethics, as well as State and federal anti-discrimination laws.

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 REQUIRED 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:
It is the expectation of the Department of Education Studies that all enrolled students demonstrate professionalism through a consistent presence in required class meetings. At the beginning of the semester, candidates must confirm in each course that they have read and understand the course syllabus and the expectations for participation in the class. Any student who does not attend class and/or does not have a record of participation as stated in the course requirements will fail the course. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies will result in loss of points on the teacher candidate’s professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content will result in failure of the course.

The threshold for consistent presence is 85% of all class meetings. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

The instructor AND/OR mentor teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time must be made up minute for minute.

This is also an expectation for online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement. In synchronous courses, this means attendance in class meetings 85% of the time. In asynchronous courses, this means engagement in class materials 85% of the time. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

#### 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 oneself 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).

### QClassroom Requirements

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

### 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.
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 11:59 p.m. Central Standard Time (CST), on Sunday. (Initial posts for Discussions are due by 11:59 p.m. (CST) on Thursday and replies to classmates' Initial posts are by 11:59 p.m. (CST) on Sunday.)

<table>
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<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
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<tbody>
<tr>
<td>Week 1 &amp; 2</td>
<td>Before Class Begins Module</td>
<td>• Discussion 1: Syllabus Statement</td>
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<td>January 18-28</td>
<td>Getting Started (Module 1)</td>
<td>• APA Practice</td>
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<td>• Discussion 2: Introductions Discussion (0 pts, but must complete)</td>
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<td>Week 3</td>
<td>Emergent Literacy Environments (Module 2)</td>
<td>• Reading Reflection 1: Environments that Promote Emergent Literacy</td>
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<td>January 29-</td>
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<td>February 4</td>
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<tr>
<td>Week 4 &amp; 5</td>
<td>Connections between Language and Literacy (Module 3)</td>
<td>• Quiz: Primary and Secondary Language Development</td>
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<td>February 5-18</td>
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<td>• Discussion 3: Connections between Language and Literacy</td>
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<td>• Language and Literacy Resources Database Assignment</td>
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<tr>
<td>Week 6 &amp; 7</td>
<td>Historical Perspectives and Current Trends in Early Literacy Instruction (Module 4)</td>
<td>• Reading Reflection 2: Book 1</td>
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<td>February 19-</td>
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<td>• Discussion 4: Current Trends</td>
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<td>March 3</td>
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<td>• Guided Observations Assignment</td>
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<td>Week 8</td>
<td>Begin Work in The Youngest Second Language Learners (Module 5)</td>
<td>• Discussion 5: Preschool Second Language Learners</td>
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<td>March 4-10</td>
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<td>Spring Break</td>
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<td>March 11-15</td>
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<tr>
<td>Week 9</td>
<td>Finish Work in The Youngest Second Language Learners (Module 5)</td>
<td>• Reading Reflection 3: Second Language Learners</td>
</tr>
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| Week 10 & 11 | Developmentally Appropriate Practice, Standards, and Curriculum in Emergent Literacy (Module 6) | • Reading Reflection 4: DAP and Emergent Literacy Article  
• Discussion 6: DAP/Standards |
| March 25-April 7  
(Thursday March 28-Sunday, March 31 are Easter Holiday) | | |
| Week 12 | Language Assessment for ECH (Module 7) | • Simulated Language Sessions Assignment  
• Discussion 7: Assessments |
| April 8-14 | | |
| Week 13 & 14 | Language and Literacy Family Partnerships (Module 8) | • Reading Reflection 5: Book 2  
• Discussion 8: Fostering Partnerships |
| April 15-28 | | |
| Week 15 | Putting it All Together (Module 9)-Begin Working on Final Exam: Research Paper | No Assignments Due |
| April 29-May 5 | | |
| Week 16 | Final Exam Week | Final Exam Research Paper-Due Wednesday, May 8 by 11:59 p.m. |
| May 6-8 | | |

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

**READINGS**

REQUIRED READING:


**SECTION 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. The feedback should be professional. 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: STUDENT ETHICS AND POLICY

STUDENT ETHICS AND OTHER POLICY INFORMATION

INSTITUTIONAL ABSENCES (HOP policy 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

WITHHELD GRADES SEMESTER GRADES POLICY: (HOP policy 02-206)

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/docs/hops/02-206.pdf.

Students with Disabilities

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/.

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.

CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY: (HOP Policy 04-106)

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**OTHER IMPORTANT COURSE-RELATED POLICIES**

Other SFA policy information is found in the *Handbook of Operating Procedures (HOP)*

**DEPARTMENT STUDENT ACADEMIC DISHONESTY POLICY**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**PENALTIES FOR ACADEMIC DISHONESTY**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

- 1st Time – Conference with course instructor and zero for assignment
- 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
- 3rd Time – Conference with course instructor, chair of department and dean of college

**STUDENT APPEALS**

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

**SECTION IX: ON-CAMPUS RESOURCES**

**ON-CAMPUS RESOURCES**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

- www.sfasu.edu/deanofstudents
- 936.468.7249
- dos@sfasu.edu

SFASU Counseling Services • www.sfasu.edu/counselingservices

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
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/theadhub
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)
Crisis Text Line: Text HELLO to 741-741

SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

TEKS AS EDUCATORS’ CODE OF ETHICS
In addition to the Professionalism expectations, 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

CERTIFICATION/LICENSE 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/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.

**For further information concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.**

**SECTION XI: OTHER RELEVANT COURSE INFORMATION:**

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<tr>
<th>REPEATING THIS COURSE POLICY</th>
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<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>
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<th>NONDISCRIMINATION</th>
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<td>“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: <a href="http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf">http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf</a>)</td>
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