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, and
- 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 educational research.
3. 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

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:
- LiveText account
- 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>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Reading Logs (4)</td>
<td>Students will compose a 1-3 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. Students will complete four reading logs.</td>
<td>200</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>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).</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Plans (2)</td>
<td>Using the unit plan created earlier in the course, students will create five consecutive lesson plans for one week of the unit.</td>
<td>200</td>
</tr>
<tr>
<td>Assessment/Rubric</td>
<td>Students will create an assessment to accompany their lesson plans.</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Design Plan</td>
<td>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.</td>
<td>200</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>800</td>
</tr>
</tbody>
</table>

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

### Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, June 3-June 9</td>
<td><em>Funds of Knowledge and Introduction to Standards</em></td>
</tr>
<tr>
<td></td>
<td>Reading Log One Due 6/9 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Learning Theory Comparison Chart 6/9 11:59 PM</td>
</tr>
<tr>
<td>Week 2, June 9- June 16</td>
<td><em>Instructional Design Plan Introduced</em></td>
</tr>
<tr>
<td></td>
<td>Unit Plan</td>
</tr>
<tr>
<td></td>
<td>Reading Log Two Due 6/16 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Unit Plan Due 6/16 11:59 PM</td>
</tr>
<tr>
<td>Week 3, June 16- June 23</td>
<td><em>Lesson Planning</em></td>
</tr>
<tr>
<td></td>
<td><em>English Learners</em></td>
</tr>
<tr>
<td></td>
<td>Lesson Plan One Due 6/23 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Reading Log Three Due 6/2311:59 PM</td>
</tr>
<tr>
<td>Week 4, June 23- June 30</td>
<td><em>Assessments: Formative and Summative/Creating a Rubric</em></td>
</tr>
<tr>
<td></td>
<td>Lesson Plan Two Due 6/30 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Reading Log Four Due 6/30 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Assessment Assignments Due 6/3011:59 PM</td>
</tr>
<tr>
<td>Week 5, June 30- July 5</td>
<td><em>Optional Meeting with Dr. Wagnon for Instructional Plan Questions</em></td>
</tr>
<tr>
<td></td>
<td>Final Instructional plan Submitted by 7/5 11:59 PM</td>
</tr>
</tbody>
</table>

## 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 for
notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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

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

E. Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**F. 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](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.

**G. Mental Health Considerations**
SFA 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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**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

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

1. 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.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/re gistration nBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

A. Students Experiencing Food Snsecurity

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.