Elementary Education
ECH 332.501 Theory and Practice
Spring 2016

Instructor: Dr. Lauren Gonzalez
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Office hours:
Monday: 11:30AM-2:00PM
Tuesday: 11:00AM-11:30AM Online
Thursday: 8:30AM-10:30AM Online

Course Time: ONLINE
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Credits: 3 hours
Prerequisites: Admitted to Teacher Education and enrolled in ECH 350.

I. Course Description: An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

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

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

Overview of Learning Outcomes
This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a Primary classroom culminating in a comprehensive integrated unit plan. All assignments leading to the integrated unit plan are designed to prepare the teacher for developing instructional plans for the core content areas while focusing on the needs of all students.

PLOs and SLOs

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).
SLO 1.1: Candidates will explore current theories related to curriculum and instruction models; demonstrate a clear understanding of the characteristics of each model, and whether the models are developmentally appropriate (EC12 Texas PPR I, II, III).
   SLO 1.1.1 Assessment = Final Exam
SLO 1.2: Candidates will demonstrate knowledge of influential individuals for the field of inquiry curriculum, including, but not limited to: Piaget, Bruner, Dewey, Kamii, Vygotsky, Rousseau (EC12 Texas PPR I, III).
   SLO 1.2.1 Assessment = Final Exam
SLO 1.3: Candidates will demonstrate knowledge of influential individuals for the field of communication curriculum, including, but not limited to: Chomsky, Vygotsky, Skinner, Clay (EC12 Texas PPR I, III).
   SLO 1.3.1 Assessment = Final Exam
SLO 1.4: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).
   SLO 1.4.1 Assessment = Developmental Domains and Learning Paper
   SLO 1.4.2 Assessment = Final Exam
SLO 1.5: Candidates demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3) (EC12 Texas PPR I).
   SLO 1.5.1 Assessment = Discussion Forum
   SLO 1.5.2 Assessment = Final Exam

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).

SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).
   SLO 2.1 Assessment = Cross-curricular Reading/Science Learning Center
SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities related to literacy, math, science, and social studies content (EC12 Texas PPR I).
   SLO 2.2.1 Assessment = Scaffolding Lesson Plans
   SLO 2.2.2 Assessment = Cross-curricular Reading/Science Learning Center
   SLO 2.2.3 Assessment = Math Box Extra Credit
SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).
SLO 2.3 Assessment = Content Area Literature Resource

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 2,3,5,7,8).

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).
  SLO 3.1.1 Assessment = Scaffolding Lesson Plans
  SLO 3.1.2 Assessment = Differentiation Preplanning
SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS (EC12 Texas PPR I).
  SLO 3.2.1 Assessment = Scaffolding Lesson Plans
SLO 3.3 = Candidates plans instruction that provides opportunities for student-to-teacher and peer interaction through the use of direct instruction, guided instruction, and independent exploration (EC12 Texas PPR I, III).
  SLO 3.3.1 Assessment = Scaffolding Lesson Plans
SLO 3.4 = Candidates uses communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR III).
  SLO 3.4.1 Assessment = Scaffolding Lesson Plans
SLO 3.5 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
  SLO 3.5.1 Assessment = Cross-curricular Reading/Science Learning Center
SLO 3.6: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).
  SLO 3.6.1 Assessment = Differentiation Pre-planning
  SLO 3.6.2 Assessment = Multiple Intelligence Test and Reflection
SLO 3.7: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
  SLO 3.7.1 Assessment = Poverty Discussion
SLO 3.8: Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and
literacy development as well as all subject areas (EC12 Texas PPR I, III).

SLO 3.8.1 Assessment = Song Cards and Energizers PowerPoint

SLO 3.9: Candidates will explore Morning Meeting activities to enhance and create a strong classroom community while teaching important concepts related to TEKS (EC12 Texas PPR II).

SLO 3.9.1 Assessment = Morning Meeting Cards Extra Credit

**PLO 4** Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).

SLO 4.1 = Candidates designs assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).

SLO 4.1.1 Assessment = Scaffolding Lesson Plans

**PLO 5** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).

SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).

SLO 5.1 Assessment = To Be an Excellent Teacher Discussion
SLO 5.1.2 Assessment = Poverty Discussion
SLO 5.1.3 Assessment = Multiple Intelligence Test and Reflection
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Get to Know You Discussion</td>
<td>25 pnts</td>
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<tr>
<td>To Be an Excellent Teacher Discussion</td>
<td>25 pnts</td>
</tr>
<tr>
<td>APA Quiz</td>
<td>25 pnts</td>
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<tr>
<td>To Be an Excellent Teacher Discussion</td>
<td>25 pnts</td>
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<tr>
<td>Sign up for a theorist to research</td>
<td>2 pnts</td>
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<tr>
<td>FakeBook Theorist Assignment</td>
<td>50 pnts</td>
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<tr>
<td>Theorist Discussion</td>
<td>25 pnts</td>
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<tr>
<td>Developmental Domains and Learning Paper</td>
<td>25 pnts</td>
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<tr>
<td>Content Area Literature Resource Discussion</td>
<td>25 pnts</td>
</tr>
<tr>
<td>Cross Curricular Science Learning Center Assignment Lesson Plan</td>
<td>40 pnts</td>
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<tr>
<td>Teaching Math Discussion</td>
<td>25 pnts</td>
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<tr>
<td>Differentiated Activities</td>
<td>40 pnts</td>
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<tr>
<td>Differentiating Instruction Assessment</td>
<td>10 pnts</td>
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<tr>
<td>Multiple Intelligence Discussion</td>
<td>25 Pnts</td>
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<tr>
<td>Multicultural Considerations Checklist</td>
<td>41 pnts</td>
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<tr>
<td>Dissecting the TEKS Assignment</td>
<td>24 pnts</td>
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<tr>
<td>Literacy Lesson Plan</td>
<td>25 pnts</td>
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<tr>
<td>Morning Meeting Assignment</td>
<td>20 pnts</td>
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<tr>
<td>Family Involvement Discussion</td>
<td>25 pnts</td>
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<tr>
<td>Thematic Unit Due</td>
<td>95 pnts</td>
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IV. Evaluation and Assessments (Grading):

Grading Scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 69% or below = F

Please note that grades will **not** be rounded.

**ANY** missing assignments will cause the student to drop a letter grade for **EACH** missing assignment.
<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s) to Complete</th>
<th>Assignments to Complete</th>
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</thead>
</table>
| 1 & 2 Jan 19- 31 | 1-Introductions  
2-LiveText  
3-APA  
4-Syllabus/Timeline  
5-To Be an Excellent Teacher  
6-Models & Theories of Learning | -Get to Know You Discussion (Due 1/24) 25 pnts  
-APA Quiz (Due 1/24) 10 pnts  
-To Be an Excellent Teacher Discussion (Initial Post Due 1/21, 3 Peer Responses Due 1/24) 25 pnts  
-Sign up for a theorist to research (Due 1/21) 2 pnts  
-FakeBook Theorist Assignment (Due 1/31) 50 pnts |
| 3 Feb 1-7 | 7-Developmental Domains and Learning | Developmental Domains and Learning Paper (Due 2/7) 25 pnts  
Theorist Discussion (Initial Post post due 2/4, 3 Peer Responses (Due 2/7) 25 pnts |
| 4 Feb 8- 14 | 8-Planning for Instruction | Dissecting the TEKS Assignment (Due 2/14) 24 pnts |
| 5 Feb 15-21 | 9- Inquiry Math | Teaching Math Discussion (Initial Post Due 2/18, 3 Peer Responses Due 2/21- 25 pnts |
| 6 & 7 Feb 22-March 6 | 10-Differentiating Instruction | Differentiating Instruction IRIS Module Assessment (Due 3/6)10 pnts  
Multiple Intelligence Discussion (Initial post Due 3/3, 3 Peer Responses Due 3/6) 25 Pnts  
Differentiated Activities Assignment (Due 3/6) 40 pnts |
| 8 March 7- 13 | 11-Community of Learners | Multicultural Considerations Checklist (Due 3/13) 41 pnts |
| 9 March 14-20 | Spring Break | No Assignments Due |
| 10 March 21-27 | 12-Curriculum Part 1  
Part 2 | Content Area Literature Resource Discussion (Initial Post Due 3/24, 3 Peer Responses Due 3/27) 25 pnts  
Cross Curricular Science Learning Center Assignment Lesson Plan 3/27-40 pnts |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>13-Scaffolding Instruction</td>
<td>Begin Literacy Lesson Plan</td>
</tr>
<tr>
<td>12</td>
<td>14-ResponsiveEd</td>
<td>Morning Meeting Assignment (Due 4/10) 20 pnts</td>
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<td></td>
<td></td>
<td>Literacy Lesson Plan (Due 4/10) 25 pnts</td>
</tr>
<tr>
<td>13</td>
<td>15-Family Involvement</td>
<td>Family Involvement Discussion (Initial post Due 4/14, 3 peer responses Due 4/17) 25 pnts</td>
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<tr>
<td>14</td>
<td>16-Thematic Unit</td>
<td>Begin working on Thematic Unit</td>
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<tr>
<td>15</td>
<td>Cont. working on thematic unit</td>
<td>Thematic Unit Plan Due 5/1 95 pnts</td>
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<tr>
<td></td>
<td>No New Module this Week</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td>Final Exam will be available May 2 8:00AM- May 6 11:59PM -Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get Up &amp; Move Extra Credit Discussion (Due 5/2) 5 pnts- Optional</td>
</tr>
</tbody>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

*There is NOT a Live Text assignment for this course; however, you will need Live Text for courses you take the same time as ECH 332.*

No REQUIRED TEXT

Suggested:


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

**Professionalism**

Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade. Each teacher candidate is expected to:

- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
• communicate professionally in verbal and written communication (including electronic communication);
• complete the end-of-course online evaluation;
• dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
• become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

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 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.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with other teacher candidates, and instructors/professors. Candidates in ECH 332 are expected to respond professionally to peers and faculty.

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty
members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

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 course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, 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 for the purpose of computing the grade point average.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources
or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, 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 ______________________ . 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/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

Live Text

*There is NOT a Live Text assignment for this course; however, you will need Live Text for courses you take the same time as ECH 332.*

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

*If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.*

IX. Other Relevant Course Information:
Assignment Policy

Students must read all assignments and be prepared to participate in discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives '0' points and indicates completion. Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university graduate student will be returned and marked "Unacceptable" and a zero assigned.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

- Late Work— Late work receives no points 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 of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.