Prerequisites: Admitted to Teacher Certification; enrolled in Field Experience I semester.

I. Course Description: Candidates will design and implement developmentally appropriate conditions for learning and instruction that are informed through assessment data.

II. Intended Learning Outcomes/Goals/Objectives:

During the course of this semester teacher candidates demonstrate potential as an elementary teacher and document effectiveness by completing an extended literacy project with children in a public school classroom. Teacher candidates are asked to administer assessments, analyze the results, and implement appropriate instruction.

The literacy project is a comprehensive project that provides evidence that each future teacher is able to use the early childhood and elementary education, reading knowledge, technology, and interaction skills developed in prior and current courses to demonstrate the ability to teach children in a diverse, public school setting. As stated in the College of Education’s Conceptual Framework, "The professional standards and best practices that connect programs within the unit are predicated on candidate performance expectations that are aligned with professional, state, and institutional standards and systematically assessed to gauge candidate, program, and unit performance. A common thread within educator preparation programs is the centrality of diversity and integration of technology within each program."

Following the standards of the Association for Childhood Education International (ACEI), this course includes a family involvement component.

Through the project, teacher candidates will show qualities of a competent, successful, caring and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development. The dispositions academic excellence, life-long learning, collaboration, openness, integrity, and service, which are valued by our college, should be reflected in performance in this course.

Each of the assignments in these field placement labs is designed to reinforce the shared vision and purpose of the SFASU College of Education. These labs provide the field experiences that translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

LEARNING OUTCOMES
Program Learning Outcomes & Student Learning Outcomes:
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; AMLE 1; InTASC 1).

- **SLO 1.1** Candidates will conduct guided reading with a small group of students (3), and focus on strategy instruction while planning lessons to address specific TEKS
  - **SLO Assessment 1.1** Weekly Lesson Plans using Explicit Learning Framework lesson plan
- **SLO 1.2** Candidates will lead a morning meeting which includes: (1) a morning greeting in which all students speak and greet someone else by name and include morning routine (calendar, lunch, etc..) with an interactive message that has been written by the candidate (the message will be on chart paper using correct letter formation, and will elicit feedback and discussion from students); (2) imbedding word play and phonics into discussion; (3) dismissing students from rug in an interactive, organized fashion.
  - **SLO Assessment 1.2** Self-assessment

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

- **SLO 2.1** Candidates will synthesize teaching and learning into a portfolio that includes lesson planning, student work samples, feedback forms, parent letters, a research paper, and reflective analyses.
  - **SLO Assessment 2.1** Benchmark II: Field Experience/Clinical Practice - Work Sample

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; AMLE 2; InTASC 2, 3, 5, 7, 8).

- **SLO 3.1** Candidates will construct an enrichment center aligned to grade level TEKS integrating social studies into language arts that includes at least three choices of products for students, high quality literature relating to concept of the center, and directional guides and data sheets that are developmentally appropriate for grade level
  - **SLO Assessment 3.1** Pictures, student work, mentor rubric, and evidence of quality indicators
- **SLO 3.2** Candidates will: (1) prepare a social studies mini lesson to teach readers how to make meaning from non-fiction text (graphic organizer, readers’ theatre, etc…); (2) confer during workshop worktime with children in a manner that demonstrates children are able to respond to the text showing understanding of the skill (TEKS) taught in the mini lesson; (3) take anecdotal notes on three students; (4) assemble students in a seminar for sharing and closure.
  - **SLO Assessment 3.2** Workshop lesson plan using Bennett’s lesson plan (That Workshop Book); self-reflection and supervisor feedback
- **SLO 3.3** Candidates will select a high quality, expository children’s book that ties into the learning and TEKS for social studies that is slightly above the grade level expectations and perform a read aloud focusing on activating schema, maintaining prosody throughout reading, and asking high-level questions.
  - **SLO Assessment 3.3** Self-evaluation using quality indicators
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; AMLE 4; InTASC 6; ISTE II).

- SLO 4.1 Candidates will select and use three assessment instruments to pre and post three students at the beginning and end of the semester to inform guided reading instruction and individual conferring within the classroom.
- SLO Assessment 4.1 Copies of assessment results; analysis using an Excel spreadsheet and charts; and recommendations for targeted instruction in research paper; guided reading lesson plans are correlated to student needs. (ISTE II)

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; AMLE 5; InTASC 9, 10).

- SLO 5.1 Candidates will write a short letter (approved by the university professor and mentor teacher) to parents introducing him/herself and state purpose of small group.
  - SLO Assessment 5.1 Copy of letter; quality indicators
- SLO 5.2 Candidates will create a one-page newsletter (approved by the university professor and mentor teacher) that alerts parents to web-based, community, and book resources to assist in literacy development at home.
  - SLO Assessment 5.2 Copy of newsletter; quality indicators
- SLO 5.3 Candidates will prepare a take home activity around an expository text related to social studies TEKS and include a reader response activity.
  - SLO Assessment 5.3 Copy of take home activity; evidence of student work.

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

In this course students will investigate and examine the following topics and complete the following assignments (in parentheses):

- Professionalism (Discussion Board Posting, Professionalism Statement)
- Classroom Climate (School Climate/Culture Narrative)
- Home and School Connections (Family Communications #1 & #2, At Home Literacy Activity)
- Standards (Review ELAR, SS, and ELPS)
- Small Group Pre/Post Assessment and analyses (Pre-Assessment/Initial Plan of Action, Post Assessment Narrative, Final Literacy Paper)
- Lesson Planning (Plan, implement, and assess 10 Small Group Reading Lessons)
- Morning Meetings (Morning Meeting Plan)
- Cross Curricular Learning (Social Studies Read Aloud and Follow Up Activity)
- Workshop Approach (Integrated Content Workshop Lesson Plan)

IV. Evaluation and Assessments (Grading):

All assignments listed below must be submitted for completion of ECH 350. Failure to submit any of the assignments will result in a failing grade for the course.

In addition, failure to attend and participate in the FEI campus visit without prior approval from the EC6 online program coordinator will reduce the final course grade by one letter.
Prerequisite to Field Experience II is a grade of C or better in ECH 350, ECH 332, ELE 302, RDG 322 and the TExES PPR exam must be passed successfully.

Additionally,

Prerequisite to Clinical Practice (Student Teaching) is a grade of C or better in ELE 450, ELE 301, ELE 303, RDG 415 and all required TExES exams must be passed successfully.

Points Scale:

A = 90-100% = 185-206 pts.
B = 80-89% = 165-184 pts.
C = 70-79% = 144-164 pts.
F = 0=69% = 0-143

D2L Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>52</td>
</tr>
<tr>
<td>Professionalism Statement/Points</td>
<td>20</td>
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<tr>
<td>School Climate/Culture</td>
<td>5</td>
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<td>Pre-Assessment Data Analysis Forms</td>
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<td>Pre-Assessment/Initial Plan of Action</td>
<td>4</td>
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<tr>
<td>Family Communication #1</td>
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<td>Family Communication #2</td>
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<td>2</td>
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<tr>
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<td>SGR Lesson 1 Complete</td>
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<td>SGR Lesson 2 Complete</td>
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<tr>
<td>SGR Lesson 3 Complete</td>
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<tr>
<td>SGR Observation Lesson 4</td>
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<tr>
<td>SGR Lesson 5 Complete</td>
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<tr>
<td>SGR Lesson 6 Complete</td>
<td>5</td>
</tr>
<tr>
<td>SGR Lesson 7 Complete</td>
<td>5</td>
</tr>
<tr>
<td>SGR Observation Lesson 8</td>
<td>10</td>
</tr>
<tr>
<td>SGR Lesson 9 Complete</td>
<td>5</td>
</tr>
<tr>
<td>SGR Lesson 10 Complete</td>
<td>5</td>
</tr>
<tr>
<td>At Home Literacy Activity</td>
<td>5</td>
</tr>
<tr>
<td>Post Assessment Data/Narrative</td>
<td>4</td>
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<tr>
<td>Final Literacy Paper</td>
<td>35</td>
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<tr>
<td>Morning Meeting Plan</td>
<td>5</td>
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<tr>
<td>Social Studies Read Aloud &amp; Activity</td>
<td>5</td>
</tr>
<tr>
<td>Integrated Content Workshop Lesson Plan</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>206</strong></td>
</tr>
</tbody>
</table>

LiveText Assignments:

The following assignments must be submitted in LiveText FEM:
These assignments must be submitted to LiveText for successful completion of the course.

**ECH 350 Professionalism**
Candidates are expected to be professional at all times. While points will not be earned for behaving professionally, 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 on or before the due date unless otherwise stated by the instructor;
- submit ALL WORK in order to complete this course;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;

**Field Experience Professionalism**

**Professional Expectations:** Each candidate is expected to be familiar with and fully comply with professionalism as it deals with the public school campus and the greater community. Violations will result in a Notice of Concern, which is placed in the teacher candidate’s permanent record folder. **Teacher candidates receiving a Notice of Concern will have their practicum grade reduced by one letter.** Receipt of a second Notice of Concern will result in an automatic failing grade in practicum.

**Appearance:** Teacher candidates must be professionally dressed each time they are on the elementary campus. Their attire must comply with the local school district’s dress code.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with the district mentor teacher, other teacher candidates, and instructors/professors.

**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 practicum 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, maintaining a drug free and alcohol free body, practicing appropriate language, and maintaining confidentiality at all times. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with SFA and local school districts.

**Punctuality:** Teacher candidates are expected to arrive early for campus assignments and follow designated camps procedures for entering and exiting the classroom.

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**Prerequisite to Practicum II – Practicum I students must earn a C or better in ELE 302, RDG 322, ECH 350 and ECH 332.**

**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. 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, drivers license, state or providence
ID cards, a national ID card, or military ID card to take the TExES exams (additional information
available at www.texes.ets.org/registrationBulletin/

YOU must provide legal documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal documentation, you
may want to reconsider your major while at SFASU.

V. Tentative Course Outline/Calendar:

This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it ready and available, and mark your personal calendar with due dates/deadlines. All Chats, Discussions, Dropbox Assignments, and Quizzes are due on Sundays by 11:59 PM, Central Standard Time. Early submissions are accepted.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Jan 18-24</td>
<td>Read the following modules: <strong>A:</strong> Before Class Begins – instructor bio, required texts, intro to course, and technology requirements. <strong>B:</strong> Syllabus &amp; Timeline – specific program and course requirements/due dates. <strong>C:</strong> LiveText – assignment requirements specific to course <strong>D:</strong> APA – online resources, APA requirements for course <strong>E:</strong> Field Experience I Placement – guidelines and resources for securing a site for Field Experience I assignments. <strong>F:</strong> Beginning With the End in Mind – overview of Field Experience I and culminating Work Sample/Literacy Paper</td>
<td>• Secure site for Field Experience I assignments • Post or Fax campus permission and recording permission forms</td>
</tr>
<tr>
<td></td>
<td>Site Assignments:</td>
<td>• Begin classroom observations</td>
</tr>
<tr>
<td></td>
<td>Discussions:</td>
<td>• Professionalism</td>
</tr>
<tr>
<td></td>
<td>Dropbox Assignments:</td>
<td>• Professionalism Statement • Climate/Culture • Family Communication #1</td>
</tr>
<tr>
<td></td>
<td>Checklists (located on last page of modules):</td>
<td>• Professionalism in Field Experience I • Classroom Climate and Small Group Instruction</td>
</tr>
<tr>
<td></td>
<td>Quizzes (located in module 2):</td>
<td>• Making the Most of Small Groups – Ch 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Module 1: Professionalism in Field Experience I – define professionalism as it relates to field experience, develop personal professionalism statement Module 2: Classroom Climate and Small Group Instruction – guidelines and resources for beginning site observations, initial home/family communication, and identifying appropriate small group instruction practice through the text, <em>Making the Most of Small Groups</em> by Diller</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Module</td>
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| Week 3 | Feb 1-7 | **Module 3**: Home and School Connections – guidelines and resources for creating family communications and interactive take-home literacy activities to increase connection between home and school  
**Module 4**: ELAR/ELP Standards – review standards K-6 in preparation for planning literacy lessons. |  
**Site Assignments**:  
Continue classroom observations  
**Checklists** (located on last page of modules):  
Home and School Connections  
ELAR Standards  
**Quizzes** (located in module 2):  
Continue to complete *Making the Most of Small Groups* Chapter quizzes |
| Week 4 | Feb 8-14 | **Module 5**: Small Group Pre-Assessment – guidelines and resources for completing literacy pre-assessments with small group |  
**Site Assignments**:  
Begin individual pre-assessments  
**Checklists** (located on last page of modules):  
Small Group Pre-Assessment |
| Week 5 | Feb 15-21 | **Module 6**: Assessment Analysis – guidelines and resources for analyzing and reporting individual/small group needs |  
**Site Assignments**:  
Complete individual pre-assessments  
**Dropbox Assignments**:  
Pre-Assessment Data Analysis Forms  
Pre-Assessment Initial Plan of Action  
**Checklists** (located on last page of modules):  
Assessment Analysis |
| Week 6 | Feb 22-28 | **Module 7**: Lesson Planning – Small Group Reading Lesson Plan and explanation for Field Experience lessons 1-10 |  
**Dropbox Assignments**:  
Small Group Reading Lesson 1  
**Checklists** (located on last page of modules):  
Lesson Planning |
| Week 7 | Feb 29-Mar 6 | **Module 7**: Lesson Planning – Small Group Reading Lesson Plan and explanation for Field Experience lessons 1-10 |  
**Site Assignments**:  
Plan, teach, & assess Small Group Reading (SGR) Lesson 1  
Plan, teach, & assess Small Group Reading (SGR) Lesson 2 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Site Assignments</th>
<th>Dropbox Assignments</th>
</tr>
</thead>
</table>
| 8      | Mar 7-13   | Module 7: Lesson Planning – Small Group Reading Lesson Plan and explanation for Field Experience lessons 1-10 | • Plan, teach, & assess Small Group Reading (SGR) Lesson 3  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 4                                  |
|        |            |        | Site Assignments:                                                                 | Dropbox Assignments:                                                                 |
|        |            |        | • Plan, teach, & assess Small Group Reading (SGR) Lesson 3  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 4                                  | • Small Group Reading (SGR)Lesson 3 Complete  
• Small Group Reading (SGR)Lesson 4 Complete                                              |
| 9      | Mar 21-27  | Module 7: Small Group Reading Lesson Plan and explanation for Field Experience lessons 1-10 | • Plan, teach, & assess Small Group Reading (SGR) Lesson 5  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 6                                  |
|        | (Mar 14-18, Spring Break) |        | Site Assignments:                                                                 | Dropbox Assignments:                                                                 |
|        |            |        | • Plan, teach, & assess Small Group Reading (SGR) Lesson 5  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 6                                  | • Small Group Reading (SGR)Lesson 5 Complete  
• Small Group Reading (SGR)Lesson 6 Complete                                              |
|        |            |        | • Family Communication #2 (Module 3)  
• At-Home Activity (Module 3)                                                            | • Family Communication #2 (Module 3)  
• At-Home Activity (Module 3)                                                            |
| 10     | Mar 28-Apr 3 | Module 8: Morning Meeting – guidelines and resources for community building through daily group experience | Site Assignments:                                                                 | Dropbox Assignments:                                                                 |
|        | (Mar 24-25 Easter Holidays) |        | • Plan, teach, & assess Small Group Reading (SGR) Lesson 7  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 8                                  | • Small Group Reading (SGR)Lesson 7 Complete  
• Small Group Reading (SGR)Lesson 8 Complete                                              |
|        |            |        | Site Assignments:                                                                 | Dropbox Assignments:                                                                 |
|        |            |        | • Plan, teach, & assess Small Group Reading (SGR) Lesson 7  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 8                                  | • Small Group Reading (SGR)Lesson 7 Complete  
• Small Group Reading (SGR)Lesson 8 Complete                                              |
|        |            |        | • Morning Meeting Plan                                                              | • Morning Meeting Plan                                                               |
|        |            |        | Checklists (located on last page of modules):                                      | • Checklists (located on last page of modules):                                      |
|        |            |        | • Morning Meeting                                                                  | • Morning Meeting                                                                  |
|        |            |        |                                                                                   |                                                                                     |
| 11     | Apr 4-10   | Module 9: Social Studies Standards – review standards K-6 in preparation for planning integrated social studies lessons | Site Assignments:                                                                 | Dropbox Assignments:                                                                 |
|        |            |        | • Plan, teach, & assess Small Group Reading (SGR) Lesson 9  
• Plan, teach, & assess Small Group Reading (SGR) Lesson 10                              | • Small Group Reading (SGR)Lesson 9 Complete  
• Small Group Reading (SGR)Lesson 10 Complete                                              |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Module 10: Cross-Curricular Learning – guidelines and resources for integrated ELAR/Social Studies activities</th>
</tr>
</thead>
</table>
| Apr 11-17 | **Site Assignments:**  
| | • Begin individual post assessments  
| | • Plan and implement Social Studies Read Aloud/Follow Up Activity |
| | **Dropbox Assignments:**  
| | • Social Studies Read Aloud/Follow Up Activity |
| | **Checklists** (located on last page of modules):  
| | • Social Studies Standards |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Module 11: Using the Workshop Approach – building schema for workshop based classroom instruction through the text, <em>That Workshop Book</em>, by Bennett</th>
</tr>
</thead>
</table>
| Apr 18-24 | **Site Assignments:**  
| | • Continue individual post assessments |
| | **Dropbox Assignments:**  
| | • Integrated Content Workshop Lesson Plan |
| | **LiveText Assignments:**  
| | • RDG Content-Social Studies: Submit the Integrated Content Workshop Lesson Plan to LiveText. |
| | **Checklists** (located on last page of modules):  
| | • Using the Workshop Approach |
| | **Quizzes** (located in module 11):  
| | • *That Workshop Book* |

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Module 12: Small Group Post Assessment – guidelines and resources for completing and analyzing post assessment of small group</th>
</tr>
</thead>
</table>
| Apr 25-May 1 | **Site Assignments:**  
| | • Complete individual post assessments |
| | **Dropbox Assignments:**  
| | • Post Assessment Data |
| | **Checklists** (located on last page of modules):  
| | • Small Group Post Assessment |

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Module 13: Bringing it All Together with the Final Paper – guidelines and resources for completing the final paper.</th>
</tr>
</thead>
</table>
| May 2-8 | **Dropbox Assignments:**  
| | • Final Literacy Paper |
| | **LiveText Assignments:**  
| | • Reading 350 Candidate Work Sample—Submit Final Literacy Paper to LiveText  
| | • RDG Content-ELA: Submit your best Small Group Reading Lesson Plan to LiveText. |
| | **Checklists** (located on last page of modules):  
| | • Small Group Reading (SGR) Lesson 10 Complete  
| | • Social Studies Standards |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

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 not previously done so, you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

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 will reduce the final course grade by one letter.

Books:
THAT WORKSHOP BOOK: NEW SYSTEMS AND STRUCTURES FOR CLASSROOMS THAT READ, WRITE, AND THINK, by Samantha Bennett,

MAKING THE MOST OF SMALL GROUPS: DIFFERENTIATION FOR ALL, by Debbie Diller,
ISBN 978-1-57110-431-1

Suggested: APA Manual

- References utilized to complete assignments in ECH 350 should include seminal sources (Vygotsky, Marie Clay, Caine & Caine, etc.) and current sources (no more than 5 years old).
- References should include citations from a combination of scholarly sources: professional journals, refereed articles, textbooks, and scholarly books. Remember, you have access to the entire SFA library online. Please take advantage of it.
**VII. Course Evaluations:**
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. The course evaluation 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. You will receive email reminders about course survey dates via your SFA.

**VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies**

**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.

Attendance will be monitored electronically through D2L course access and submission of assignments.

**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/.

**Student Academic Dishonesty: Policy 4.1**

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; and/or; 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; and/or, 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.

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

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, 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 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.

**Student Code of Conduct: Policy 10.4**
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

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. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Admission to Teacher Education requires a 2.75 GPA. Students must maintain the 2.75 GPA during the remainder of their course work. If the GPA falls below 2.75 during the Practicum courses or student teaching, students will be dropped from professional education courses.

Assignment Policy: All students are expected to complete assignments by the due date. No credit will be given to late assignments. ALL assignments must be completed for a grade in this course. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

Attendance: Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Make-up Work: The decision whether to accept make-up work is at the discretion of the instructor. No make-up work will be accepted Finals Week.

Failure to comply with the above may result in a Program Continuation Plan.