I. Course Description:
Examination of the mathematics curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching mathematics. This course includes investigation of activities and materials appropriate for achieving mathematics objectives.

Pre-requisites: Admitted to Teacher Education; enrolled in Field II.

II. Program Learning Outcomes, Student Learning Outcomes and Assessment:
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 1).
- SLO 1.1 Candidates implement developmental stages of childhood and early adolescence in instruction (ACEI 1; EC-6 Texas Mathematics Standard VI).
  - SLO 1.1.1 Assessment - End of course research paper (using APA citations and references) demonstrating a thorough understanding of the major concepts, principles, and theories related to the mathematical development of children and young adolescents SLO 2 - candidates will examine the history, structure, and evolving nature of mathematics and its effects on society and today's mathematics classroom (EC6 Texas Mathematics ST VI).
  - SLO 1.1.2 Assessment - Content Module exams/quizzes
  - SLO 1.1.3 Assessment - Content Module Discussions
- SLO 1.2 Candidates know and understand major concepts, principles, theories, and research to select current best practices for mathematics instruction.
  - SLO 1.2.1 Assessment - Content Module exams/quizzes
  - SLO 1.2.3 Assessment - Content Module Discussions

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 know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability (EC-6 Texas Mathematics ST I, II, III, IV, V).
  - SLO 2.1.1 Assessment- EC6 Department Content Practice Exam
  - SLO 2.2.2 Assessment – TExES EC6 Content Exam

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; ISTE ST II).
- SLO 3.1 Candidates select and create learning experiences that are appropriate for curriculum goals, meaningful to elementary students, and based upon principles of effective mathematics teaching (e.g. activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired) (EC-6 Texas Mathematics ST VII; ISTE ST II).
  - SLO 3.1.1 Assessment - Video Reflection/Impact Statement (1st Graders Divide 62
  - SLO 3.1.2 Assessment – Problem Solving Quiz
  - SLO 3.1.3 Assessment - Strategy Project
- SLO 3.2 Candidates demonstrate knowledge of mathematical strategies appropriate for young children and adolescents (EC-6 Texas Mathematics ST VII).
- SLO 3.2.1 Assessment - Operational Strategies Examination/Quizzes
- SLO 3.2.2 Assessment - Strategy Project
- SLO 3.3 Candidates explore and use a variety of appropriate instructional strategies for students in grades EC-6 (e.g., using models, children's literature, and everyday experiences) (EC-6 Texas Mathematics ST VII).
- SLO 3.3.1 Assessment - Literature Connection to Promote Flexible Thinking Project
- SLO 3.3.2 Assessment – Mental Math Quizzes

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 examine various options for informal assessment of the young child/adolescent (EC-6 Texas Mathematics ST VIII).
  - SLO 4.1.1 Assessment - Games Project
  - SLO 4.1.2 Assessment – Strategy Project
- SLO 4.2 Candidates demonstrate understanding of mathematical assessment of the development of young children and young adolescents (EC-6 Texas Mathematics ST VIII).
  - SLO 4.2.1 Assessment - Rex Video Reflection/Follow-up Discussion
  - SLO 4.2.2 Assessment – Assessing Student Learning Quiz

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 apply knowledge of the EC6 TExES Competencies. (TExES PPR)- (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
  - SLO 5.1.1 Assessment - T-Cert EC6 content examination preparation and provide a certificate of completion (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
- SLO 5.2 Candidates understand the value of positive/productive communication with families/administration (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
  - SLO 5.2.1 Assessment - Home/School Communication Project (ACEI 5);
- SLO 5.3 Candidates will explore the importance of being a reflective practitioner committed to continuous professional growth and development in the teaching of mathematics (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5)
  - SLO 5.3.1 Assessment – Approaches for Teaching Math Research Paper

ELE 303 is guided by:
National Council for Teachers of Mathematics (NCTM) Principles and Standards:
http://standards.nctm.org/document/appendix/data.htm#TOP

III: Course Assignments, Activities, Instructional Strategies, Use of Technology

1. Quizzes/ Reflections/ Discussion Postings/Professionalism (PLO#1, 2, 3, 4; SLO# 1, 8)
Quizzes over reading material and online discussion activities will be assigned throughout the semester. Quizzes will be based on assigned readings, videos, and/or content module pages. Reflections are submitted in the Dropbox area. Discussions are three (3) parts-Initial response to prompt and 2 responses to peers. Refer to Before Class Begins module for specific instructions/guidelines for Discussions. Professionalism requirements are listed in section IX.

2. Candidates are required to complete the T-Cert EC6 preparation and submit a certificate of completion to the Dropbox: https://pact.tarleton.edu/TCERT/index.cfm

3. Games Project: (PLO# 1; SLO# 3, 6) Each candidate will create a mathematics-based game to use as an assessment with students. Some materials will be given during the SFA campus visit. Each candidate will create a game, pieces required to play, and directional guides (in the form of TeachersPayTeachers) to be used for student assessment and repetition of skills. In addition, each candidate will create an advertisement video explaining his or her game and making it attractive to students/parents/teachers.
4. **Family/School Communication (PLO# 5; SLO# 5, 8)** Candidates will be responsible for composing informational letters/brochures/PowerPoints/etc. to students’ families explaining about assessment in today’s math classroom. Ideas for using games will be included. Candidates will also communicate with families about the use of games in the curriculum to assess.

5. **Literature Connection Fluency Project (PLO# 3; SLO# 2, 4, 6)** Candidates will use children’s literature to select a book suitable for designing a problem solving fluency activity and present the activity using a WORD, PPT, or Prezi presentation.

6. **Strategy Project (PLO# 3, 4; SLO# 3, 4)** Candidates will use the information learned from the course material, course discussions, course assignments, and personal research to construct an argument for and against teaching math in a direct-teach and problem solving approach. All formatting will be APA 6.2.

7. **Approaches for Teaching Math Research Paper (PLO# 1, 3, 4, 5; SLO# 1-8)** Candidates will use the information learned from the course material, course discussions, course assignments, and personal research to construct an argument for and against teaching math in a direct-teach and problem solving approach. All formatting will be APA 6.2.

**IV. Evaluation and Assessments (Grading):**
Grades will be assigned according to the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in D2L. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student need when appropriate. No extra assignments will be made; existing assignments may be revised.

1. **Quizzes (PLO# 1,2,3,4,5; SLO# 1-8)**
   a. Before Class Begins (10 pts.)
   b. Three Kinds of Knowledge (5 pts.)
   c. Share and Compare 1 (25 pts.)
   d. Share and Compare 2 (15 pts.)
   e. The Leg Problem (10 pts.)
   f. Share andCompare 3 (10 pts.)
   g. Operational Strategies
      a. Subtraction, Adding Up, Counting Back, and Adjusting (10 pts.)
      b. Repeated Addition, Doubling (15 pts.)
      c. Compensation (10 pts.)
      d. Partial Quotients (10 pts.)
      e. Factors, Partial Products (10 pts.)
      f. Constant Difference (10 pts.)
   g. Doubles (12 pts.)
   h. Splitting – Breaking (15 pts.)
      i. Number Talks K.2: Rekenreks (3 pts.)
      j. Number Talks 2.1: Ten-frames (3 pts.)
      k. Number Talks 3.4: Subtraction (3 pts.)
      l. Number Talks 3.5: Multiplication (2 pts.)
      m. Number Talks 3.6: Doubling & Halving (2 pts.)
      n. Number Talks 3.7: Array Discussion (2 pts.)
      o. Number Talks 5.2: Multiplication (2 pts.)
   h. How Numbers Work (20 pts.)
      i. Assessing Student Learning (10 pts.)
   j. Problem Solving (20 pts.)

2. **Discussion Board Postings (35 pts. each) (PLO#2; SLO# 1, 8)**
   a. Share and Compare Concluding Thoughts (35 pts.)
   b. Kamii Video Reflection (35 pts.)
   c. Using Games to Teach/Assess (35 pts.)
3. Dropbox Assignments
   a. EC6 TCERT Course Certificate (10 pts.) (PLO# 5; SLO#5.1)
   b. History, Standards, and Me-Reading Reflection (25 pts.) (PLO# 5; SLO#5.3)
   c. Share and Compare Part # 1-Reading Reflection (25 pts.) (PLO# 5; SLO#5.3)
   d. Literature Connection to Promote Fluency Project (25 pts.) (PLO#; SLO#3)
   e. Rex Video Initial Thoughts-Viewing Reflection (5 pts) (PLO#2; SLO# 1, 8)
   f. Supporting Children's Thinking – Rex Reflection (5 pts.) (PLO#2; SLO# 1, 8)
   g. Home-School Communication-Assessment for Today’s Classroom (20 pts.) (PLO#5; SLO#5,8)
   h. Home-School Communication-Game Information for Families (20 pts.) (PLO# 5; SLO# 5,8)
   i. Games Project (50 pts.) (PLO# 1; SLO# 3, 6)
   j. Strategy Project (135 pts.) (PLO# 1, 3, 4; SLO#1, 3, 4)
   k. Approaches for Teaching Math-Research Paper (100 pts.) (PLO#1,2,3,4,5; SLO#1-8)
   l. Assessment in Today’s Classroom (25 pts.) (PLO# 1, 3, 4; SLO#1, 3, 4)

4. Research Paper (PLO#1,2,3,4,5; SLO#1-8)
   a. Approaches for Teaching Mathematics (100 pts.)

5. Professionalism (15 pts.) (PLO#2; SLO# 1, 8)
   a. Class participation, timely submissions, LiveText profile, following written instructions in each
      module, being self-disciplined (logging in regularly, being responsible) with attendance and
      timely submissions] Should a teacher candidate use all professionalism points, and the need
      for more points to be used exists, then points will be subtracted from the final total points.

Total Possible Points = Based on #s 1-5. The point total and points needed for an A, B, C, D or F will be
adjusted to meet the quizzes/activities/discussions/assignments assigned and completed.

Grading Scale (based on percentage of total points earned) *
A = 90-100% of possible points
B = 80-89% of possible points
C = 75-79% of possible points
D = 74-70 % of possible points
F = 69% or fewer of possible points

REQUIREMENTS FOR ADVANCEMENT IN TEACHER EDUCATION
In order to take the next course(s) in the professional teacher education sequence, departmental policy
requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher
Education). Students failing to maintain at least a 2.5 G.P.A. will be dropped from professional
education courses. In addition, Teacher candidates must score 75% or higher of the total points
possible to PASS ELE 303 in order to be eligible to move forward into Student Teaching.

*In addition to percentage of points earned, in order to receive an “A” in this course, all assignments must be
submitted on or before the due date (see assignment policy, section VIII). Turning in assignments late or
missing quizzes will prevent you from earning an “A” in ELE 303. Your final grade will be LOWERED one (1)
letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

V. Tentative Course Outline:
Also see course timeline in the Syllabus and Policies module in the D2L Content modules. Revisions
(if any) will be posted under the Syllabus and Policies module, not in the syllabus.
*This timeline may be revised to meet assessed student need during the semester. NO
additional assignments will be added.

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 readily available, and mark your personal calendar with due
dates/deadlines. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, CST. Initial
discussion posts in response to a discussion prompt are due no later than Thursdays by 11:59 PM CST
and a minimum of two (2) responses to peers are due on Sundays by 11:59 PM, CST.
## Tentative Course Timeline for ELE 303.501
### Spring 2016

<table>
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<tr>
<th>Week</th>
<th>Module</th>
<th>Module Activities</th>
<th>Assignments Due</th>
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| 1    | Before Class Begins                                                   | • Purchase textbooks  
• Read the *Before Class Begins, Syllabus & Timeline, APA*, and *EC-6 TExES Competency Course* modules  
• Read and print Syllabus and Timeline & mark your calendar with due dates  
• EC-6 TExES Competency Course (Due during Week 3)  
• Take Before Class Begins Quiz | • Before Class Begins Quiz due by Jan. 24 @11:30pm |
| 2    | Standards for Teaching Mathematics                                   | • Read *Standards for Teaching Mathematics* Module  
• Take Kinds of Knowledge Quiz  
• History, Standards, and Me Reading Reflection  
• EC-6 TExES Competency Course (Due during Week 3) | • Kinds of Knowledge Quiz due by Jan. 31 @ 11:30pm  
• History, Standards, and Me Reflection due in Dropbox by Jan. 31 @ 11:30pm |
| 3    | SFA Campus Visit                                                      | • No module activities during the SFA Campus visit  
• We will meet two different times during your visit. Once for a face-to-face class, and once to go over course assignments and answer your questions. | • EC-6 TExES Competency Course Certificate of Completion due in Dropbox by February 7 @11:30pm |
| 4    | Teaching Mathematics in Elementary School Part 1                       | • Read *Teaching Mathematics in Elementary School Part 1 Module*  
• Read Share & Compare pgs. vi-9 (read through "Is it possible to use your approach without extensive teacher training?" section)  
• Share & Compare Part 1 Quiz (covers pages vi-9 INCLUDING "A List of Questions" on pages vi, vii)  
• Share & Compare Part 1 Reflection | • Share & Compare Part 1 Quiz due by Feb. 14 @ 11:30pm  
• Share & Compare Part 1 Reflection due in Dropbox by Feb. 14 @ 11:30pm |
| 5    | Teaching Mathematics in Elementary School Part 2                      | • Read *Teaching Mathematics in Elementary School Part 2 Module*  
• Read Share & Compare pgs. 9-17 (begin reading "How does the share-and-compare model play out when children actually use it in the classroom?")  
• The Leg Problem Quiz  
• Share & Compare Part 2 Quiz  
• Literature Connection to Promote Flexible Thinking Assignment | • The Leg Problem Quiz due by Feb. 21 @ 11:30pm  
• Share & Compare Part 2 Quiz due by Feb. 21 @ 11:30pm  
• Literature Connection to Promote Flexible Thinking due in Dropbox by Feb. 21 @ 11:30pm |
| 6    | Teaching Mathematics in Elementary School Part 3                      | • Read *Teaching Mathematics in Elementary School Part 3 Module*  
• Read Share & Compare pgs. 38-58  
• Share & Compare Part 3 Quiz  
• Share & Compare Concluding Thoughts  
• Discussion | • Share & Compare Part 3 Quiz due by Feb. 28 @ 11:30pm  
• Participate in Share & Compare Concluding Thoughts  
  *Discussion Board (Initial post due by Feb. 25 @ 11:30pm – Two responses to peers due by Feb. 28 @ 11:30pm) |
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<th>Week</th>
<th>Dates</th>
<th>Section</th>
<th>Assignments</th>
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| 7    | Feb. 29-Mar. 4 | Operational Strategies          | • Read Operational Strategies Module  
• View Number Talks videos and read corresponding pages in *Number Talks* book  
  - T.K. & pg. 306  
  - T.2 & pg. 311  
  - T.3 & pg. 316  
  - T.5 & pg. 324  
• Read Rekenrek Resource pages 1-18 (embedded in module)  
• Read “Dylan’s Multidigit Subtraction Strategy” article (embedded in Module)  
• Read “More of Dylan’s Multi-digit Subtraction Strategy” article (embedded in Module)  
• Read Number Talks Strategies, watch videos & take related Quizzes:  
  - Subtraction, Adding Up, Counting Back & Adjusting Quiz (pgs. 54-55, 65-66, 176-177, 179)  
  - Repeated Addition, Doubling Quiz (pgs. 238, 243, 248-252, 358, 361-362, video 5.1)  
  - Compensation Quiz (pgs. 62-63, 137)  
  - Partial Quotients Quiz (pgs. 258-259, & module pages)  
  - Factors – Partial Products Quiz (pgs. 352-353, 361, & module pages)  
  - Constant Difference Quiz (pgs. 178, 226, 348)  
  - Doubles Quiz (pgs. 4, 7, 25, 51, 60)  
  - Splitting-Breaking Quiz (pgs. 11, 13, 62, 159, & module pages)  
  - Number Talks Video 3.4: Subtraction Quiz  
  - Number Talks Video K.2: Rekenreks Quiz  
  - Number Talks Video 2.1: Ten-Frames Quiz  
  - Number Talks Video 3.5: Multiplication Quiz  
  - Number Talks Video 3.6: Doubling & Halving Quiz  
  - Number Talks Video 3.7: Array Discussion Quiz  
  - Number Talks Video 5.2: Multiplication Quiz  
• Read Strategy Project Module & begin working on project.  
• Strategy Project (begin Week 7, due Week 14)  
• Subtraction, Adding Up, Counting Back & Adjusting Quiz due by Mar. 27 @ 11:30pm  
• Repeated Addition, Doubling Quiz due by Mar. 27 @ 11:30pm  
• Compensation Quiz due by Mar. 27 @ 11:30pm  
• Partial Quotients Quiz due by Mar. 27 @ 11:30pm  
• Factors – Partial Products Quiz due by Mar. 27 @ 11:30pm  
• Constant Difference Quiz due by Mar. 27 @ 11:30pm  
• Doubles Quiz due by Mar. 27 @ 11:30pm  
• Splitting-Breaking Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video K.2: Rekenreks Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 2.1: Ten-Frames Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 3.4: Subtraction Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 3.5: Multiplication Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 3.6: Doubling & Halving Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 3.7: Array Discussion Quiz due by Mar. 27 @ 11:30pm  
• Number Talks Video 5.2: Multiplication Quiz due by Mar. 27 @ 11:30pm  |
| 8    | Mar. 7-11   | How Numbers Work and Early Number Sense | • Read How Numbers Work & Early Number Sense Module  
• How Numbers Work and Early Number Sense Quiz  
• Read Games Project Module & begin working on project  
• How Numbers Work and Early Number Sense Quiz due by April 3 @ 11:30pm  
• Games Project (begin Week 10, due Week 13)  
• Continue working on Strategy Project (due Week 14)  |
| 9    | Mar. 21-25  | How Numbers Work and Early Number Sense | • Read How Numbers Work & Early Number Sense Module  
• How Numbers Work and Early Number Sense Quiz  
• Read Games Project Module & begin working on project  
• How Numbers Work and Early Number Sense Quiz due by April 3 @ 11:30pm  
• Games Project (begin Week 10, due Week 13)  
• Continue working on Strategy Project (due Week 14)  |
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<th>Week</th>
<th>Dates</th>
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| Week 11 | Apr. 4-8 | Assessing Student Learning | - Read Assessing Student Learning Module  
- View Rex video (embedded in module)  
- Rex Video – Initial Thoughts  
- Read “Supporting Children’s Problem Solving” article (embedded in module – will not show up until you upload Rex Video Initial Thoughts into the Dropbox)  
- Supporting Children’s Thinking – Rex Reflection  
- Assessing Student Learning Quiz  
- Read Share & Compare pgs. 82-91  
- Assessment in Today’s Classroom (2 parts) |
| Week 12 | Apr. 11-15 | Problem Solving | - Read Problem Solving Module  
- View First Graders Divide 62 by 5 video (embedded in module)  
- Kamii Video Reflection *Discussion  
- Problem Solving Quiz |
| Week 13 | Apr. 18-22 | Using Games to Assess and Support | - Read Using Games to Assess and Support Module  
- Using Games to Teach/Assess *Discussion  
- Home/School Communication: Game Information to Families |
| Week 14 | Apr. 25-29 | Strategy Project | - Write and prepare Strategy Project |
| Week 15 | May 2-6 | Approaches for Teaching Math Research Paper | - Read Approaches for Teaching Mathematics in Elementary School Module  
- Approaches for Teaching Math Research Paper |
| Week 16 | May 9-13 | Approaches for Teaching Math Research Paper | - Approaches for Teaching Math Research Paper Due in Dropbox by May 11 @ 11:30pm |

*Discussion Board Forums: All discussions (DB) have three (3) parts—1) each student’s initial response to the discussion prompt, and 2) a minimum of two (2) responses to two different course mates’ initial responses. Initial responses AND both responses to peers MUST use citations from course materials or related resources to support claims. Initial responses should be posted no later than Thursdays at 11:30pm.*
11:30pm, Central Standard Time (CST). Responses to peers’ initial posts should be posted no later than
11:30pm CST Sunday evening.

**Weeks:** ELE 303 modules are current for one week beginning on Monday and continuing through Sunday;
other than initial discussions, most assignments are not due until 11:30pm CST on Sunday evenings.
Assignments submitted after the due date will not receive full credit.

**VI. Readings: (Required and recommended – including texts, websites, articles, etc.)**

### REQUIRED:
- **Number Talks** by Sherry Parrish  
  ISBN: 978-1-935099-11-6  
  You DO need the DVD.

- **Share and Compare** by Larry Bushman  
  This text is available through NCTM for 27.95. The member price is 22.35.

**Access to:**
- [http://www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html) (Texas Education Agency, TEKS website)

**Articles as assigned within the course.** All are embedded in the course but could be located on the Internet or found in the SFA campus library.

**FEM Statement:**
In this course 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.

**LiveText Statement:**
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.

**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 (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.

Assignments submitted after the due date will not receive full credit. No assignments are accepted after one week past the due date without PRIOR permission from the instructor of record.

Absences/tardiness and late work can adversely affect your grade in this course. Class participation will be noted during each module of the course. Teacher candidates must make every effort to log in and participate in the online course at least once daily. Professionalism points will be deducted for inappropriate online demeanor or behavior. Points may also be reduced for consistent late work per instructor discretion.

All teacher candidates are expected to attend all face-to-face class meetings as scheduled (one SFA campus visit per semester). Missing class/assignments negatively affects the final course grade. The final course grade may be lowered one letter grade from the earned grade for excessive absences/missed assignments as determined by the instructor of record.

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/. If you are experiencing difficulty with Standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 936-468-4108. Check the Online Academic Resource Center for help with writing or math. You may also visit the following web site for assistance in writing:
www.columbia.edu/acis/bartleby/trunk

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 or by calling 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.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.

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.

Use of the English Language Policy:
Candidates are expected to use correct English in all written assignments. Written work in which the use of the English language is not at an acceptable level for a university senior (as determined by the instructor of record) will be returned to the Candidate marked "Unacceptable" and a zero assigned. Your work should be free of spelling and grammar mistakes. If you are experiencing difficulty with Standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center (936-468-4108). You may also visit the following web site for assistance in writing: www.columbia.edu/acis/bartleby/strunk.

Assignment Policy:
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline. In order to receive an “A” in the course, ALL assignments must be completed and submitted or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.

Late Work Policy:
It is the candidate’s responsibility to make sure all assignments are turned in on time. Acceptance of late work is at the discretion of the instructor. In the event late work is accepted, the candidate will not receive full credit for the assignment. Late work, if accepted, will result in the reduction of the grade received on the work by a minimum of 15% percent (100% earned on late assignments can earn a maximum of 85% of the possible points). Late work will not be accepted one week past the original due date of the assignment without prior instructor approval. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. There will be no exceptions.

“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 after it is received from the instructor. Edited work resubmitted without the original work attached will not be graded.

Repeating this Course Policy:
If you are repeating ELE 303, then ALL of your work must be original to the repeated course. That means work from a previous semester of ELE 303 may not 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.

IX. Other Relevant Course Information:

Web-based Course Professionalism
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
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 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
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.

Nondiscrimination

“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: http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp)