**ELE 495.501 and ELE 595.501**  
**Humane and Environmental Education**  
**Course Syllabus**  
**Spring 2016**

**Warning:** This course contains sometimes disturbing and emotionally charged topics. Please know that the goal of the class is to educate the students and not indoctrinate the students to any one specific point of view. The information will be presented with multiple perspectives. In this class it is okay to agree to disagree as long as the student is open to rationally exploring all perspectives put forth in the course content. All opinions and belief systems will be respected.

| Instructor: | Dr. Wynter Chauvin  
Nacogdoches, TX |
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<td>Office:</td>
<td>Early Childhood Research Center Rm 201D</td>
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| Office Hours: | --Check Classlist (look for green dot showing I am online) in D2L for instant access, I will chat whenever possible. Online daily  
- appointments available online or in person by arrangement  
- Online Office Hours  
Mon. 10:00-12:00, Thurs 9:30-11:30 |
| Office Phone: | 936-468-1723 |
| Department: | Elementary Education  
936-468-2904 |
| Class meeting Time and Place: | D2L.sfasu.edu (see posted timeline in D2L)  
Asynchronous course |
| E-mail: Use D2L email primarily (if D2L is down use wchauvin@sfasu.edu) | Skype.com use this option—we can share desktops so you can see what is happening. (also consider the IM in D2L) |

**NOTE:** Due to the often sensitive subject matter I encourage you to contact me via any of the ways above or using the D2L chat to resolve issues or questions you may have. Also consider asking questions of me or your peers on the discussion board as others in the class may have a similar question so that posting on the discussion board will benefit you and the entire class.

**COURSE PREREQUISITES:**
Non--Non education majors are encouraged to take this course as you will always have contact with animals, humans and the environment. This class will prepare you for informed interactions.

I. COURSE DESCRIPTION:

Study of Humane and Environmental Education concepts and methods with emphasis on the role they can play in the teaching of the essential elements of the curriculum prescribed for Texas Skills. Course fee required.

II. Intended Learning Outcomes/Goals/Objectives (Program/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 PLO 1; AMLE PLO 1; AMLE PLO 3; InTASC 1, 8).

- Element A: Knowledge of influences education vs indoctrination
  - SLO 1.1 Candidates will integrate their knowledge of content matter, teaching skills, and knowledge of education vs indoctrination to recognize what is being used in a classroom environment
    - SLO 1.1.1 Assessment-Quiz over components of education, indoctrination and propaganda

- Element B: Knowledge of humane and environmentally sound classroom management practices
  - SLO 1.2 Candidates will identify classroom management styles that support a humane and environmentally sound classroom
    - SLO 1.2.1 Assessment-Identify through a matching system the classroom management styles that support a humane and environmentally sound classroom

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; AMLE 2; InTASC 4, 5, 7, 8).

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 4; InTASC 2, 3, 4, 5, 6, 7, 8).

- Element A: Knowledge of the four elements of Humane education
  - SLO 1.1 Candidates will integrate their knowledge into planning a lesson appropriate for age level and humane concepts
    - SLO 1.1.1 Assessment- Lesson Plan
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 learners (ACEI 4; AMLE 4; InTASC 2, 3, 6, 7, 8).

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 learners (ACEI 5; AMLE 5; InTASC 9, 10).

- Element A: Community Agencies
  - SLO 1.1 Candidates will visit and assess a local animal shelter
    - SLO 1.1.1 Assessment-Complete Animal Shelter Survey

III. Course Assignments, Activities, Instructional Strategies,

Text:

Undergraduate-ELE 495


Undergraduates are not required to get the Ascione book listed for graduate students but are encouraged to do so.

Graduate-ELE 595


Equipment and software:

- Required
  - Mac OS X (or higher) or Windows 2003, (XP or higher).
• Microsoft Office 2000 (or higher), can use www.openoffice.org – for most projects. (see Minimum Software Requirements)
  • All word processing assignments are to be turned in using a .doc or .docx file name extension (.wps or .lnk will not be accepted and will be charged points if you are asked to redo to get to an acceptable format.)
• Access to a scanner or digital camera
• Internet access and compatible browser for current D2L system (see oit.sfasu.edu)
• Preferred (for limited use)
  • Video camera
  At times it may be possible for you to check out equipment to use with a project, details will be discussed in modules.

Minimum Software Requirements for This Course: (Many of these are free.) OIT also has a listing at their website (http://www.sfaonline.info/#!software-downloads/c1ra8/) and many of these can be downloaded directly from them as well as within the D2L framework
• Livetext (see note later in syllabus)
• Word Processor: Microsoft Word is the only choice. (Notify instructor if using something other than Microsoft Office software) (Free option-Open office: www.openoffice.org)
• Microsoft applications including Word, Excel and PowerPoint. (student version available through Bookstore at reduced cost)
• Adobe Reader: Many of the downloadable files used in the course require a PDF reader to open and view them. It may be obtained at: http://www.adobe.com/products/acrobat/readstep2.html or on the oit.sfasu.edu website
• The ability to view streaming video from YouTube or D2L.
• Any screen capture software is acceptable as long as you can save to a .jpg or .gif file..

Course Requirements:

Participate in Discussions (Some readings will be required in this course. You will be expected to read, synthesize, and discuss the materials provided. Postings should show thought and should demonstrate more than a superficial response. The postings should reflect that you have read the postings of the other students. This is meant to be a discussion situation not simply a "read and respond" board once. (At a minimum, you are required to make one significant posting & then respond to at least two other students’ postings.) Some discussions will not come from the text but from the requirements of the topic or project being addressed or other related areas. Some discussions will be nongraded but are still essential to the building of the class community and to establish
peer to peer relationship, participation in non-graded discussions is expected.

Final Exam- End of semester assignment in course will demonstrate full integration of knowledge and a selection of previously covered skills.

IV. Evaluation and Assessments (Grading):

Grading Policy:

Grades
A = 100% - 90% of possible points
B = 89% - 80% of possible points
C = 79% - 70% of possible points
F = 69 and below of possible points

Grading Expectations
Assignments will be graded on execution and content. In all cases correct spelling and use of Standard English will be expected.

Check course timeline/assignment drop box for due dates of assignments. All assignments are to be placed in the Drop Box (Assignment link) of D2L unless otherwise directed.

Student Participation - You will be expected to participate in all assignments & discussions.

Physical presence (showing up in the tracking or logging online minutes) does not always denote participation; therefore, you need to contribute to the discussions. Student participation points usually are dependent upon a semester long commitment and demonstration of participation, including time log in on tracking system

Minimum participation/effort receives minimum grades. You get out of a class what you put into it.

Attendance Policy:

This is an online course with no required face to face meetings. For the most part the course is asynchronous but does require frequent logins to stay current on the class situation.
This course is based on the philosophy that a community of learners strengthens the learning environment. A Community of Learners can only be created if you are active in the community. The hands-on nature of the course requires you to log-on regularly and participate. Physical presence (showing up in the tracking or logging online minutes) does not always denote participation; therefore, you need to contribute to the discussions and community interactions.

If you ever cannot access D2L through the MySFA site then use the direct URL of http://D2L.sfasu.edu. In the event that you feel you are being denied access to the course through a D2L issue or your internet connection seek assistance from Ms. Andra Floyd afloyd@sfasu.ed or the student help desk at 936.468.1919.

**Time Expenditure Expected**

This is a 3-credit-hour course. You should expect to work 5 to 6 hours per week for each credit hour. To be successful in this course (and all university level courses) you should expect to spend about 15 - 18 hours a week on readings, assignments, discussions, and other activities. Depending on your personal expertise with technology, time varies for completion of assignments. Think of how a face-to-face course meets on Mon., Wed. & Fri for approximately 1 hour & then you are still expected to do readings, assignments, and complete homework which usually translates to 15-18 hours per course per week, the same time commitment is expected for this course. Your tracking time, class participation and discussions should reflect this time commitment.

**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/ . Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity (A-9.1)**

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 polity 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 they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course 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.
ASSIGNMENT POLICY:
All students are expected to complete assignments on the due date and by the time shown on the course timeline/drop box. Points will be subtracted for assignments turned in late unless the instructor indicates otherwise (sometimes due to technical difficulties). In order to receive an “A” in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Written work in which the use of the English language is not at an acceptable level for a university student will be returned for corrections and the student may be referred to the AARC. If an AARC reference is given then proof of an AARC session will be required before assignment may be resubmitted. When using an AARC tutor for writing specify aid in FORMAL writing not CREATIVE writing.

PLAGIARISM/CHEATING (see academic integrity above)
Plagiarism is unprofessional and will be considered cheating, resulting in a zero on the assignment. All assignments must be written in your own words. Quotes and pictures from web sites or other sources must be properly cited. Any form of copying from any source, including another student, will be considered cheating and will result in receiving a zero for the assignment and possibly an F in the course and/or dismissal from the program. Turnitin © is an integrated part of D2L and from time to time will be used to verify student academic integrity.

MAKE-UP WORK POLICY:
The decision whether to accept make-up work is at the discretion of the instructor and is handled on a case-by-case basis. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted Dead Week or Finals Week.

“REDO WORK” POLICY:
Some assignments may be subject to editing and resubmission at the discretion of the instructor. In the event this is permitted, 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. Usually redo work will carry a "grade point cost" - see instructor or read instructor's notes as this “grade point cost” will be indicated in the notes (either in D2L or on the work itself).

V. Tentative Course Outline/Calendar:

Course Calendar:
The course calendar is dynamic in that it may be adjusted during the semester to take into account unforeseen circumstances or a need for more time with an assignment for the class as a whole. Any changes in course calendar will be made on the online calendar and posted in the news feed for the class.

Each assignment relating to the requirements above will be given a two week minimum time frame for completion. Assignments will be staggered, after the first week an assignment is given the next assignment will be released with a subsequent 2 week deadline. Assignments and deadlines will be adjusted as needed due to technical issues related to “glitches” in D2L or student understanding. A dynamic online timeline will be kept in D2L and adjusted as needed. Rarely will two due dates coincide unless one assignment has been extended well beyond original due date. Watch the class timeline and/or assignment drop box for adjustments in due dates. If large adjustments are made then students will be notified via D2L email.

While this course is for the most part deadline-driven and project based, some assignments will utilize the discussion board venue for peer review. Student-to-student / student-to-instructor communication is essential. So checking into the course every few days is essential-do not depend entirely on due dates for when you need to “look at the course”.

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

Texts:

Undergraduate-ELE 495


Undergraduates are not required to get the Ascione book listed for graduate students but are encouraged to do so.

Graduate-ELE 595


Readings will be in the modules themselves as well.

Modules:

It is imperative that you read the modules in the D2L course; they are the equivalent of a text book in content and include video demonstrations of skills, samples of related work as well as examples of what is expected of you as a student. Completing the module assignment without reading the module is usually evident to the instructor as the disposition of the module does not usually show through in the completed assignment and the grade will be reduced accordingly. Remember that intent and disposition of the teaching skill is a complement to the technology skill being demonstrated. Both must be evident in module assignment completion.

Discussion Board Readings:

Do not let the word “readings” limit your approach to the discussion board to simply text. Often a classroom/teaching related issue will be presented through a YouTube, TeacherTube video or related Web 2.0 tool in addition (or in lieu of) text materials. Your viewing/interaction with these materials will be required in addition to your reading the input of your classmates. Your responses should show thought, professionalism and synthesis as they will be part of the “reading materials” for your classmates. At a minimum you must post 3 times—once as your opinion and then in response to at least two others.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education (COE). 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

Completion of the Course Evaluation will count as a quiz grade-100 if you complete it, 0 if you do not.
In the 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.

The course evaluation is available through your MySFA account and is available for the two weeks preceding Final Exam week. The course evaluation closes during Finals and the deadline is not something that the course professor controls or can change.

IX. Other Relevant Course Information:

**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 2001 - 2003)

**NOTE: ADMISSION TO ELEMENTARY EDUCATION:**
Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially given in RDG 318. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters (until they pass the test).

**NOTE: ADMISSION TO TEACHER EDUCATION:**
Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If their GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses.

**NOTE: REQUIREMENT 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.

**NOTE: Honors Credit:**
Admission to the SFA School of Honors requires a minimum 3.25 GPA. Students must maintain the minimum 3.25 during the remainder of their course work. To graduate with Honors a student must complete at least 25 hours of Honors designated or Honors contract courses. Students who are
admitted to the School of Honors and are in good standing may partake of the School of Honors perks even if they are not currently enrolled in Honors sections or under Honors contracts. If you are taking ELE 304 in a non-Honors section and you qualify then contact the instructor for Honors Contract information. For more information about the SFA School of Honors go to the SFA website.

**HONESTY POLICY AND SYLLABUS STATEMENT FOR WEB CLASSES**

http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

**Step 1:** Read this course syllabus.

**Step 2:** Read the following Academic Honesty Policy for this class.

**Academic Honesty Policy:**
Taking an online or web-enhanced class is a responsibility for you. You will not have the instructor directly observing you. Learning is serious. If you use someone else’s work, you are not learning. As this is an online course, you will be expected to do your own assignments and take quizzes/exams on your own. By returning this statement to the professor, you are acknowledging your intent to proceed through the online class without unauthorized help from colleagues or classmates. Anyone who does not adhere to this guideline will be dealt with according to Stephen F. Austin University policy of Academic Integrity.

**Step 3:** Post the statement below to the Honesty student discussion board the following statement: (This discussion will only be available the first 2 weeks of the semester).

I will uphold and abide by the Honesty Policy stated in the ELE 495/595 Syllabi. I have read the Syllabus for ELE 495/595 and understand the course requirements. I agree to be an active participant in this course abiding by the policies. Type your name as a signature.

last updated 1/20/2016 by wchauvin