Prerequisites: Admission into Teacher Certification

Students must obtain a C or higher in the above listed courses to progress to Field Experience I.

I. Course Description:

Application of knowledge about the early adolescent learner incorporated as future teachers examine curriculum (the TEKS), instruction and assessment for learner-centered classrooms.

II. Intended Learning Outcomes:

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program and Student Learning Outcomes

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter (AMLE 2; InTASC 4,5,7,8).

- Element C: Middle Level Student Standards
  - SLO 2.1 Candidates will demonstrate an understanding of the difference between goals/objectives, instructional alignment, vertical/horizontal alignment, state assessment requirements, alignment of TEKS/STARR, organization of the Texas Essential Knowledge and skills (TEKS), and can breakdown and analyze specific TEKS into the thinking, process, and content contained in each (EC12 Texas PPR ST I, II, IV).
    - SLO 2.1.1 Assessment - Write quality lesson objectives which include a measurable degree component to assess students in both formative and summative ways.
  - SLO 2.2 Candidates will demonstrate an understanding of the organization of the English Language Proficiency Standards (ELPS) including the introduction, district responsibilities, and student expectations in learning strategies, listening, speaking, reading, and writing in all proficiency levels (EC12 Texas PPR ST II)
    - SLO Assessment 2.2.1 - Write quality language objectives and include strategies within lesson plans to meet the needs of the ESL student

PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE4; InTASC 2,3,6,7,8).

- Element A: Content Pedagogy
  - SLO 4.1 Candidates will demonstrate knowledge and competency of middle level pedagogy including modeling active, purposeful, challenging, exploratory, integrative and relevant approaches to meet the needs of the diverse middle level learner and will understand engaging learning strategies, lesson pacing, adjusting instruction based on feedback, lesson flexibility, how to communicate expectations, providing clear, accurate communications, skilled questioning, directions, and the role of feedback/constructive feedback) (EC12 Texas PPR ST II, III).
    - SLO 4.1.1 Assessment - T-Cert TExES Certification Review for Teachers

- Element B: Middle Level Instructional Strategies
  - SLO 4.2 Candidates will demonstrate an understanding of the levels and verbs in Bloom’s Taxonomy and apply this understanding to lesson planning (EC12 Texas PPR ST)
    - SLO 4.2.1 Assessment - Write lesson objectives in which the verb is aligned to the thinking level in the TEKS
SLO 4.3 Candidates will apply knowledge prerequisite skills, using resources, and integrating technology into three different lesson plan models, including the 5 E plan, the Workshop Plan, and the Teaching Schema for Master Learners plan to design and develop quality, standards-based lesson plans.

- SLO 4.3.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.

- Element D: Young Adolescent Motivation

SLO 4.4 Candidates will demonstrate an understanding of the importance of student motivation and of motivating the middle level student by choosing quality, student-centered strategies and techniques throughout the lesson plan, which meet the needs of the diverse learners in the classroom including effective strategies for questioning, giving directions, cooperative learning, use of journals, and technology.

- SLO 4.4.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.

- SLO 4.4.2 Assessment - Develop and present a standards-based learning station which clearly demonstrates that strategies implemented are motivational for middle level students.

III. Course assignments, activities, instructional strategies, use of technology: class articles, resources, quizzes, and exams are located on D2L, and students are expected to use D2L to access these items and to communicate with the instructor.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of TEAL Profile</td>
<td>You will need to create a TEA profile in order to register to take your PPR Exam in Field Experience I.</td>
<td>50</td>
</tr>
<tr>
<td>T-Cert Exam review for Teachers</td>
<td>You will complete this review and print the certificate of completion</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>Your attendance is expected in each class. You will obtain points if you are physically present, mentally present, and all materials needed for the class are present. Materials include readings and homework assignments.</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Planning Project</td>
<td>You will choose one of the three lesson models taught in this class and write a lesson plan. A rubric will be used to grade this assignment.</td>
<td>100</td>
</tr>
<tr>
<td>Practice Lesson Plans</td>
<td>You will write three practice lesson plans utilizing all three models presented in the course. Three plans @ 45 points each.</td>
<td>135</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Four quizzes @ 10 points each.</td>
<td>40</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>Final Reflection Narrative</td>
<td>60</td>
</tr>
<tr>
<td>Learning Station Project</td>
<td>Complete and present a learning station as individual/partner/or small group. A rubric will be used to grade this assignment.</td>
<td>100</td>
</tr>
</tbody>
</table>
Journal: Complete a journaling project which models effective strategies to use with middle level students. A rubric will be used to grade this assignment. 100 points

Notebook: Create an organized “lesson-planning” binder in which all readings, lesson plan templates, TEKS information, ELPS information, language objective information, etc. is included. A rubric will be used to grade this assignment. 200 points

Bonus: You will receive fifteen bonus points for completing the course evaluation near the end of the semester. 15 points

Total possible points: 1000 points

IV. Evaluation and Assessments (grading):
Grading scale for course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>F</td>
<td>Below 700</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar
Remember ALL assignments must be complete to receive an A in the course, and grades are lowered by one letter grade if you omit doing one assignment. This includes quizzes, assignments, assessments, etc. Bring your 3-Ring binder that includes the articles posted on D2L, composition notebook (journal), and post it notes each day to class. Attendance points are earned if you are physically there, mentally there, and all materials needed for the class are present.

Print the resources and articles referenced on this timeline and place in a 3-ring binder. Bring this binder to class each day. Notice the statement above about attendance points.

Jan. 19
- PLO 2
  - Ele. C
  - SLO 2.1
- PLO 4
  - Ele. B
  - SLO 4.2

TEKS
1. Review class expectations and syllabus.
2. Begin set-up of model journal.
3. Discuss the TEKS and why we teach what we teach in Texas.

For next class Jan. 21
- Review a content area and grade level (4-8) of the TEKS; acquaint yourself to the organization of the TEKS and the student expectations. Copy and print the grade level and content area you are interested in teaching. Place your TEKS document in your binder. You will need this every time class meets.
- Read Chapter 7 Middle Level Curriculum in your text. You will create a graphic organizer in class depicting the gist of this chapter. Bring one or two questions that you have about Chapter 7 on Jan. 21.
<table>
<thead>
<tr>
<th>Date</th>
<th>PLO 2</th>
<th>SLO 2.1</th>
<th>SLO 4.2</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 21</td>
<td>PLO 2</td>
<td>SLO 2.1</td>
<td></td>
<td>TEKS and The Middle Level Curriculum 1. Look at TEKS organization. Process and content in TEKS and which TEKS to use as a focus lesson. 2. Middle Level Curriculum (Chap. 7) discussion and graphic organizer activity. 3. Discuss vertical/horizontal alignment in curriculum. For next class (Jan. 28) Complete the Ideal Middle Level Curriculum Dropbox Assignment in D2L. Revisiting Bloom's- Sousa article in D2L—Print, place in your lesson-planning binder. If you do not have this article, points will be deducted from participation grade. Must be printed, not on mobile devices.</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>PLO 2</td>
<td>Ele. C</td>
<td>SLO 2.1</td>
<td>Bloom’s Taxonomy 1. Bloom’s activities and discussion (verbs!) and connect with the process component of the TEKS.</td>
</tr>
<tr>
<td></td>
<td>PLO 4</td>
<td>Ele. B</td>
<td>SLO 4.2</td>
<td>More Bloom’s Taxonomy Bloom’s activities For next class (Feb. 2): Read Chapter 10 Planning for Teaching and Learning in textbook. You will have a short writing activity in class on Feb. 2nd about this reading. Write five questions or observations after reading the chapter. Make sure you bring them to class. Be prepared!</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>PLO 2</td>
<td>Ele. C</td>
<td>SLO 2.1</td>
<td>The Lesson Plan Introduction Chapter 10 discussion and activities.</td>
</tr>
<tr>
<td></td>
<td>PLO 4</td>
<td>Ele. B</td>
<td>SLO 4.2</td>
<td>The Lesson Plan continued Dissecting the lesson plan video activity in class.</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>PLO 2</td>
<td>Ele. C</td>
<td>SLO 2.1</td>
<td>The Lesson Purpose/Objective Use template to begin practicing with lesson purposes.</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>PLO 2</td>
<td>Ele. C</td>
<td>SLO 2.1</td>
<td>Assess 2.1.1</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>PLO 2</td>
<td>Ele. C</td>
<td>SLO 2.1</td>
<td>Assess 2.1.1</td>
</tr>
<tr>
<td>Date</td>
<td>PLO</td>
<td>Ele.</td>
<td>SLO</td>
<td>Activity</td>
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<td>------------</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| Feb. 11    | PLO 2     | Ele. C | SLO 2.1 | The Lesson Purpose/Objective continued  
|            |           |      |       | 1. Practice writing lesson purposes                                        |
|            |           |      |       | 2. Activity to correct “bad” lesson purposes.                             |
|            |           |      |       | Quiz- Take the TEKS/Bloom’s/purposes Quiz in D2L (Closes Feb. 14 at midnight) |
| Feb. 16    | PLO 2     | Ele. C | SLO 2.2 | ELL Instruction and Strategies/Language Purposes                       |
|            |           |      |       | 1. Language purposes practice.                                           |
|            |           |      |       | 2. ELL strategies activities.                                            |
|            |           |      |       | Quiz- Take the ELL Quiz in D2L (closes Feb. 21 at midnight)               |
| Feb. 18    | PLO 2     | Ele. C | SLO 2.1 | ELL Instruction and Strategies/Language Purposes                       |
|            |           |      |       | 1. Language purposes practice.                                           |
|            |           |      |       | 2. ELL strategies activities.                                            |
|            |           |      |       | Quiz- Take the ELL Quiz in D2L (closes Feb. 21 at midnight)               |
| Feb. 23    | PLO 2     | Ele. C | SLO 2.2 | Three Lesson Plan Models Overview                                      |
|            |           |      |       | Overview of all three lesson plan models                                  |
|            | PLO 4     | Ele. B | SLO 4.3 | For next class (Feb. 25):                                               |
|            |           |      |       | - “Here we Grow Again” print the article and place in your binder.        |
|            |           |      |       | - 5 E Lesson Plan example and 5 E Form and directions. Print the          |
|            |           |      |       |   documents, place in your binder.                                        |
| Feb. 25    | PLO 2     | Ele. C | SLO 2.2 | Introduction to 5E Lesson Plan Model                                    |
|            |           |      |       | 1. Discussion of 5E lesson plan model.                                    |
|            |           |      |       | 2. “Here we Grow Again” article activity.                                 |
| March 1    | PLO 2     | Ele. C | SLO 2.2 | 5E Lesson Plan Model                                                     |
|            |           |      |       | 1. Use lesson purposes and language purposes created previously to        |
|            |           |      |       |   practice writing a draft 5E lesson plan in class.                      |
|            |           |      |       | 2. Present the 5E lesson plan to a partner for peer review.               |
|            | PLO 4     | Ele. B | SLO 4.3 | For next class (March 3):                                               |
|            |           |      |       | - “That Workshop Book,” excerpt. Print the excerpt, place in your binder. |
|            |           |      |       | - Workshop plan example, form and directions. Print the documents, place |
|            |           |      |       |   in your binder.                                                         |
| March 3    | PLO 2     | Ele. C | SLO 2.2 | Introduction to The Workshop Approach Lesson Plan Model                 |
|            |           |      |       | 1. Discussion of Workshop plan model.                                     |
**March 8**  
**PLO 2**  
**Ele. C**  
**SLO 2.2**  
**PLO 4**  
**Ele. B**  
**SLO 4.3**  
**The Workshop Approach Lesson Plan Model**  
1. Use lesson purposes and language purposes created previously to practice writing a workshop plan in class.  
2. Present the workshop lesson plan to a partner for peer review

**March 10**  
**PLO 2**  
**Ele. C**  
**SLO 2.2**  
**PLO 4**  
**Ele. B**  
**SLO 4.3**  
**Observe the workshop plan in action at Charter School Field Trip: Charter School**  
**For next class (March 15):**  
- Write a reflection of the Charter Classroom visit and be prepared to share. Include as part of your reflection an analysis of the observed lesson as it relates to the Workshop Plan model.  
- “Teaching Schema for Master Learners,” excerpt. Print the article and place in your binder.  
- Teaching Schema for Master Learners Plan example and Teaching Schema for Master Learners Planning directions and form. Print the documents and place in your binder.

**March 13 & 17**  
**Spring Break!**

**March 22**  
**PLO 2**  
**Ele. C**  
**SLO 2.2**  
**PLO 4**  
**Ele. B**  
**SLO 4.3**  
**Introduction to An Explicit Approach/Teaching Schema Lesson Plan Model**  
1. Discussion of Explicit Approach plan model.  

**March 24**  
**No Class Easter Break**

**March 29**  
**PLO 2**  
**Ele. C**  
**SLO 2.2**  
**PLO 4**  
**Ele. B**  
**SLO 4.3**  
**An Explicit Approach/Teaching Schema Lesson Plan Model**  
1. Use lesson purposes and language purposes created previously to practice writing an Explicit Approach plan in class.  
2. Present the Explicit Approach lesson plan to a partner for peer review.

**March 31**  
**PLO 2**  
**Ele. C**  
**SLO 2.2**  
**PLO 4**  
**Ele. B**  
**SLO 4.3**  
**Conclusion of three lesson planning models and overview of Lesson Plan project.**  
**Quiz-Take the Lesson Planning Quiz in D2L. Closes April 3 at midnight. Lesson Plan project will open in D2L today! Due April 10 by midnight.**  

**For Next Class (April 5)**  
- Print and place in lesson planning binder “Classrooms That Work.”  
- Read Chapter 8 Middle Level Instruction in your textbook. Be prepared for a short writing activity over this chapter on April 5th.

**April 5**  
**PLO 4**  
**Ele. A,B,D**  
**SLO 4.1**  
**Strategies Introduction**  
1. Activity focused on Chapter 8 Middle Level Instruction. Make sure you have your textbook with you today.  
2. “Classrooms That Work” article activity.

**For Next class (April 7):**  
“Metacognition Made Easy.” Print the document and place in your binder.
April 7  
PLO 4  
Ele. A,B,D  
SLO 4.1  
**Strategies Continued**  
1. Strategy video activity  
2. “Metacognition Made Easy” activity.

April 12  
PLO 4  
Ele. D  
SLO 4.4  
**Questioning And Directions Strategies**  
1. Questioning activities and practice.  
2. Giving good directions discussion.  
3. The role of constructive feedback.  

**For next class (April 14):**  
- Research differentiation in the middle level classroom. Be prepared to demonstrate/share a strategy that you feel will work with middle level students and how you would incorporate the strategy into one of your previously written lesson plans. You will be expected to present this strategy in class on April 14th.

April 14  
PLO 4  
Ele. D  
SLO 4.4  
**Differentiation Strategies**  
1. Differentiation discussion using pp. 204-205 textbook.  
2. Differentiation presentations.  

**For next class (April 19):**  
- Print the articles, “Heart over Head: Motivating Reluctant Learners” AND “The Power of Empowerment: Having Faith in Students” place in your binder.

**Quiz – Take the Strategies/Questioning/Directions Quiz (closes April 24th at midnight).** The quiz covers the Strategies/Questioning/Directions articles in D2L and material covered in class.

April 19  
PLO 4  
Ele. D  
SLO 4.4  
**Strategies to Motivate the middle school student**  
1. Small group discussion over motivation.  

April 21  
PLO 4  
Ele. A,B,D  
SLO 4.1  
**Strategies to Motivate the middle school student**

April 26  
PLO 4  
Ele. A,B,D  
SLO 4.1  
**Strategies to Motivate the middle school student**  
*Mr. Devore’s Do Over* activity and story.  

**For Next Class (April 28th)**  
- Read Chapter 9 *Assessment for Middle Level Learners* in your textbook and complete the following activity: Find information/research on the administration of the STAAR test in Texas (timing, grade levels, frequency, use of results, etc.) Be prepared to share and discuss in class on April 30th.

April 28  
PLO 2  
Ele. C  
**Assessment**  
1. Class activity/discussion of information in Chapter 9 and STAAR information.  
2. Go back to practice lesson plans and examine the summative and formative assessments included in each. Analyze and evaluate these assessments.
For Next Class (May 3rd and 5th):
Be prepared with standards-based learning stations

<table>
<thead>
<tr>
<th>May 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2</td>
</tr>
<tr>
<td>Ele. C</td>
</tr>
<tr>
<td>SLO 2.1 &amp; 2.2</td>
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<tr>
<td>PLO 4</td>
</tr>
<tr>
<td>Ele. B</td>
</tr>
<tr>
<td>SLO 4.3</td>
</tr>
<tr>
<td>Celebration of Learning: presentation of learning stations</td>
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<table>
<thead>
<tr>
<th>May 5</th>
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</thead>
<tbody>
<tr>
<td>PLO 2</td>
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<tr>
<td>Ele. C</td>
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<tr>
<td>SLO 2.1 &amp; 2.2</td>
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<tr>
<td>PLO 4</td>
</tr>
<tr>
<td>Ele. B</td>
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<tr>
<td>SLO 4.3</td>
</tr>
<tr>
<td>Celebration of Learning: presentation of learning stations</td>
</tr>
</tbody>
</table>

VI. Readings and requested materials:

Required Textbook: **Note this is the same textbook used in MLG 400.**

**Introduction to Middle School** *Second Edition*
By Sara Davis Powell
2011

Supplementary Materials:

1. Texas knowledge and Skills (TEKS). Available online at Texas Education Agency website.
2. D2L articles and resources. To be printed and brought to class. This course does not require a textbook. However, you are required to print several documents, articles, and excerpts. **You must have access to a reliable printer.** The ECRC Resource Center is open from 8:30-5:00 Monday-Thursday, and from 10:00-3:00 on Friday. You can print there for a fee. **You will not have time to print before class.** Class begins at 8:30.
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; 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 and earns you five points that are added to your grade total. The five points are considered BONUS points! 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.

VIII. Student Ethics and Other Policy Information

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.

With each absence from class, you will lose attendance points. Twenty-five points per day will be deducted for absences. More than three unexcused absences will result in not passing this course. Absences are only excused with a note from a doctor’s office. Each time you are late for class it will count as one half of an absence, or 12 points.

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/disabilitiyservices/.

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 call the office at 936-468-2703.
Additional Information:

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.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.

IX. Other Relevant Course Information:

Expectations:

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. 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 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. In order to pass this course ALL WORK must be completed and submitted to the instructor on time. Late work will have points deducted.

3. Students are expected to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses during class discussions. Participation will contribute to your final grade.

Professionalism:

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator. Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.
**Attendance:**
With each absence from class, you will lose attendance points. Twenty-five points per day will be deducted for absences. More than three unexcused absences will result in not passing this course. Absences are only excused with a note from a doctor’s office. Each time you are late for class it will count as one half of an absence, or 12 points.

**Assignment Policy:** All students are expected to complete assignments on the due date shown on the Tentative Timeline (D2L). Points will be subtracted for assignments turned in late at the rate of one point per day. These assignments can only be turned in late if certain criteria are met. See the explanation above under Course Requirements. **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 junior will be returned to the students marked unacceptable and a zero assigned.

**Late Work Policy:** No late work will be accepted unless excused absence requirements are met.

**Make-Up Work Policy:** The decision whether to accept make-up work is at the discretion of the instructor. 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. Full credit will not be given to "redo work." In this event, the resubmitted work is due no later than one week after it is received from the instructor.